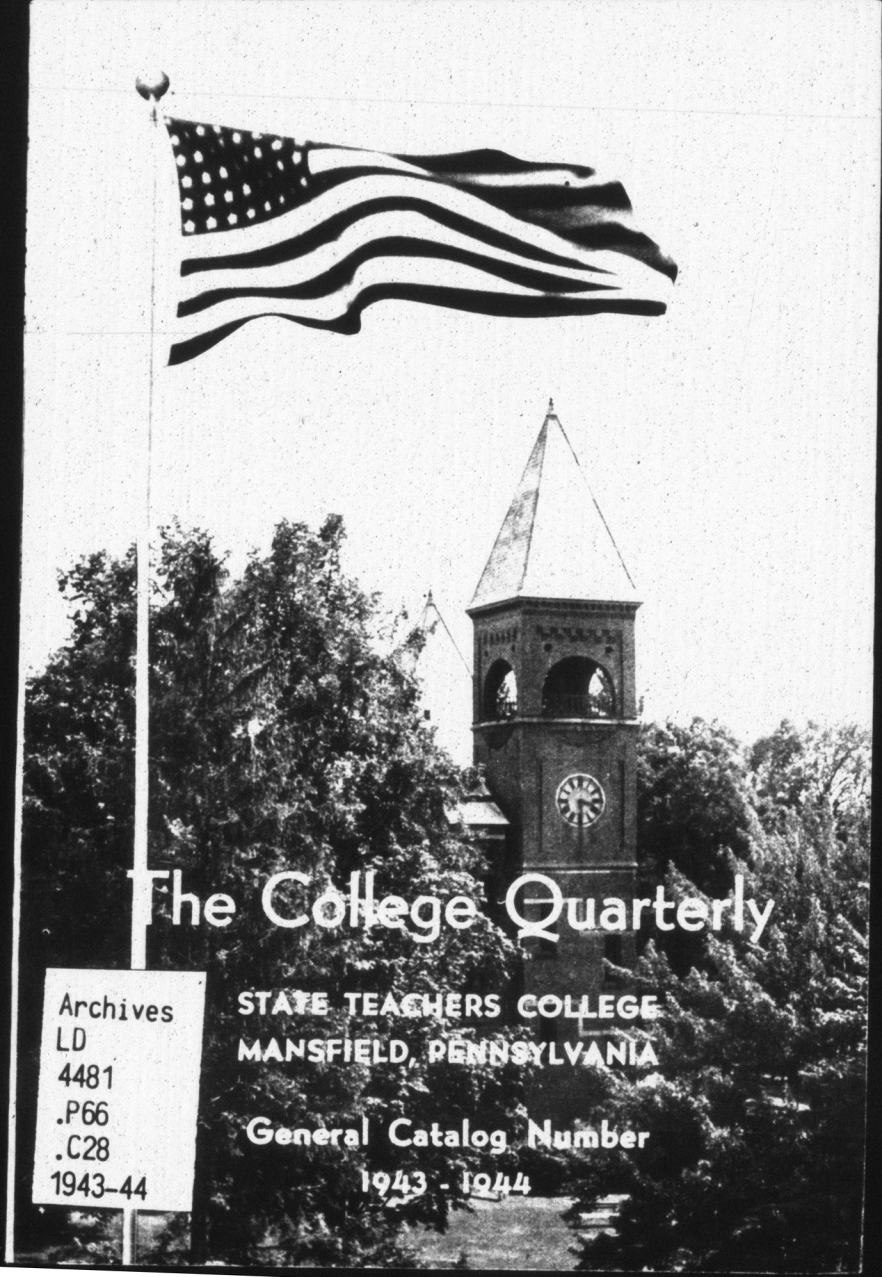

The College Quarterly

STATE TEACHERS COLLEGE
MANSFIELD, PENNSYLVANIA

General Catalog Number
1943 - 1944

Archives
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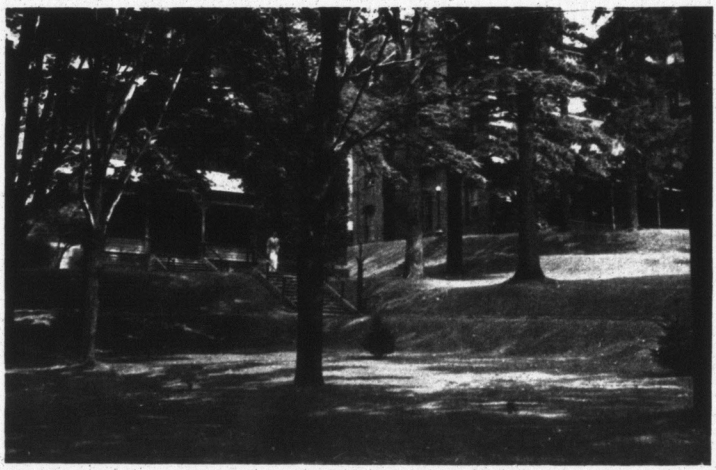
1943-44

● The front campus and North Hall present a study in permanence and beauty, inspiring to all Mansfieldians.



● Alumni Hall and South Hall in their ivy mantles stand half-hidden amidst graceful trees and ornamental shrubs.

THE COLLEGE QUARTERLY

STATE TEACHERS COLLEGE

MANSFIELD, PENNSYLVANIA

Volume 48 FEBRUARY, 1943 Number 1

GENERAL CATALOG NUMBER

Eighty-first Edition

1943-1944

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is

an accredited member

of

The Middle States Association

of Colleges and Secondary Schools

and

The American Association of Teachers Colleges

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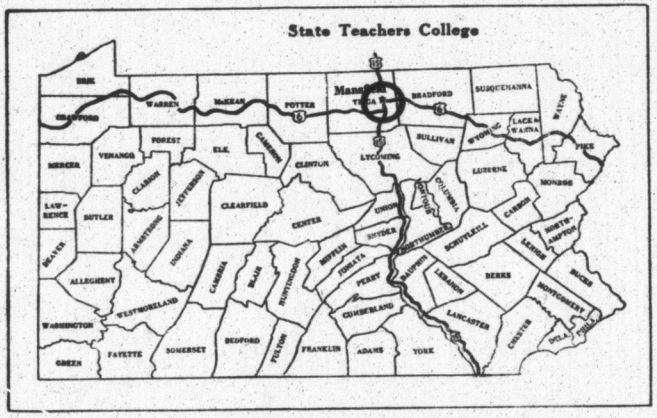
Mansfield University
ARCHIVES
of Pennsylvania



LOCATION OF MANSFIELD

Mansfield Borough is located in Tioga County, Pennsylvania, approximately fifty miles north of Williamsport via Route 15 and thirty miles southwest of Elmira, New York, via Route 549. At this point, two main highways of Pennsylvania—Route 6, running east and west, and the aforementioned Route 15, running north and south—intersect, rendering Mansfield State Teachers College easily accessible by motor from all parts of the state.

Archives
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There is no passenger train service to or from Mansfield; but there is adequate freight train service. Thus, if it is necessary, a student may send his baggage to the College by rail. In doing so, however, the student should be certain that such baggage is marked distinctly with his own name and "State Teachers College, Mansfield, Tioga County, Pennsylvania." He should be sure also that the baggage is shipped via Elmira, New York, and the Tioga Division of the Erie Railroad.

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COLLEGE CALENDAR

1943-1944

SUMMER SESSIONS

Pre-Summer Session Begins	Monday, June 7
Pre-Summer Session Ends	Friday, June 25
Regular Summer Session Begins	Monday, June 28
Regular Summer Session Ends	Friday, August 6
Post-Summer Session Begins	Monday, August 9
Post-Summer Session Ends	Friday, August 27

FIRST SEMESTER

Registration	Monday, September 13
Classes Begin	Tuesday, September 14
Thanksgiving Recess Begins	12 M., Wednesday, November 24
Thanksgiving Recess Ends	12 M., Monday, November 29
Christmas Recess Begins	12 M., Saturday, December 18
Christmas Recess Ends	12 M., Monday, January 3
Classes End	Monday, January 24

SECOND SEMESTER

Registration	Wednesday, January 26
Classes Begin	Thursday, January 27
Easter Recess Begins	12 M., Saturday, April 1
Easter Recess Ends	12 M., Wednesday, April 12
Classes End	Friday, May 26
Alumni Day	Saturday, May 27
Baccalaureate Service	Sunday, May 28
Commencement Exercises	Monday, May 29

CAMPUS SCHOOLS CALENDAR

1943-1944

Campus Schools Open	9 A. M., Monday, September 6
County Teachers' Institute	Thursday, October 28—Friday, October 29
Thanksgiving Recess Begins	After Last Class, Tuesday, November 23
Thanksgiving Recess Ends	9 A. M., Monday, November 29
Christmas Recess Begins	After Last Class, Tuesday, December 21
Christmas Recess Ends	9 A. M., Monday, January 3
Easter Recess Begins	After Last Class, Thursday, April 6
Easter Recess Ends	9 A. M., Tuesday, April 11
Campus Schools Close	Friday, June 2

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, *Superintendent of Public Instruction*

BUREAU OF TEACHER EDUCATION AND CERTIFICATION

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HARRY L. KRINER, *Assistant Director*
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*On Leave of Absence, Academic Year, 1943-1944.

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*On Leave of Absence, Academic Year 1943-1944.

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*On Leave of Absence, Academic Year, 1943-1944.

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*JOHN H. DOANE, M.D. (Medico-Chirurgical), *College Physician*
EDYTHA KEENEY, R.N. (Clifton Springs), *Campus Schools Nurse*
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CARMEN SHREY, R.N. (Williamsport), *College Nurse*

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DOROTHY B. HALL, *Clerk in Campus Store*
CHARLOTTE L. NIXON, *Account Clerk*
VICTORIA H. THIEMANN, *Revenue Agent*
DOROTHY WHITNEY, *Account Clerk*

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ROSS W. SOPER, *Receiving Clerk*
A. H. VOSBURG, *Superintendent of Grounds and Buildings*

SECRETARIAL STAFF

HELEN V. BOWERS, *Secretary to the Dean of Instruction*
JEANETTE NORTON, *Secretary to the Director of Campus Schools*
BERTHA R. PALMER, *Secretary to the College Librarian*
LAURA C. REHBEIN, *Secretary to the Business Manager*
MARIE M. SCHWAB, *Secretary to the Director of Music Education*
LENORA VanHORN, *Secretary to the Director of Homemaking Education*
MARGARET E. WILSON, *Secretary to the President*
*On Leave of Absence, Academic Year 1943-1944.

HISTORICAL HERITAGE

In 1854 a group of prominent citizens, at the instigation of Colonel J. S. Hoard, met to discuss the possibility of establishing in Mansfield a school of higher scholastic rank than the county academy. The suggestion was enthusiastically received, and later in the same year the subject was broached at a public meeting.

When it was decided to accept the offer made by Dr. Joseph Morris of land on which a school might be built, the basic principles were also set forth: the new institution was to be non-sectarian, though under the patronage of the East Genessee Conference of the Methodist Church and with an administrator of that denomination.

A month later, in August, 1854, $5,000 having been pledged, a plan was presented to the Conference providing for the same economic support as was given to a like school at Lima, N. Y. Five commissioners were accordingly appointed to make a survey of conditions, and when the findings were favorable a charter was granted.

The first building, erected at a cost of $20,000, was formally opened in January, 1858, under the name of the Mansfield Classical Seminary, with a total registration of one hundred and five students. Fifty more were enrolled in the second semester; but six days later, on April 22, the school burned to the ground. Undaunted by this catastrophe, the original promoters and their friends met that same evening and passed a resolution to rebuild. This work began immediately and was partially completed during the winter, when the financial crisis of 1857 brought about the failure of the insurance company and the work ceased. Grimly determined, the citizens of Mansfield again met in August, 1858, subscribing $4,000 in cash, and proffering labor and provisions in lieu of money. With the understanding that no bills were to be incurred, building operations were begun once more, and it is said that all but a small part of South Hall was erected with an expenditure of only fifty cents for labor.

The school was formally opened November 28, 1859, with thirty-three students, under the administration of the Rev. James Landreth. In such financial difficulties was the institution in those early days that it actually fell under the sheriff's hammer and was sold for $2,000, though the state intervened and the bill of sale was returned.

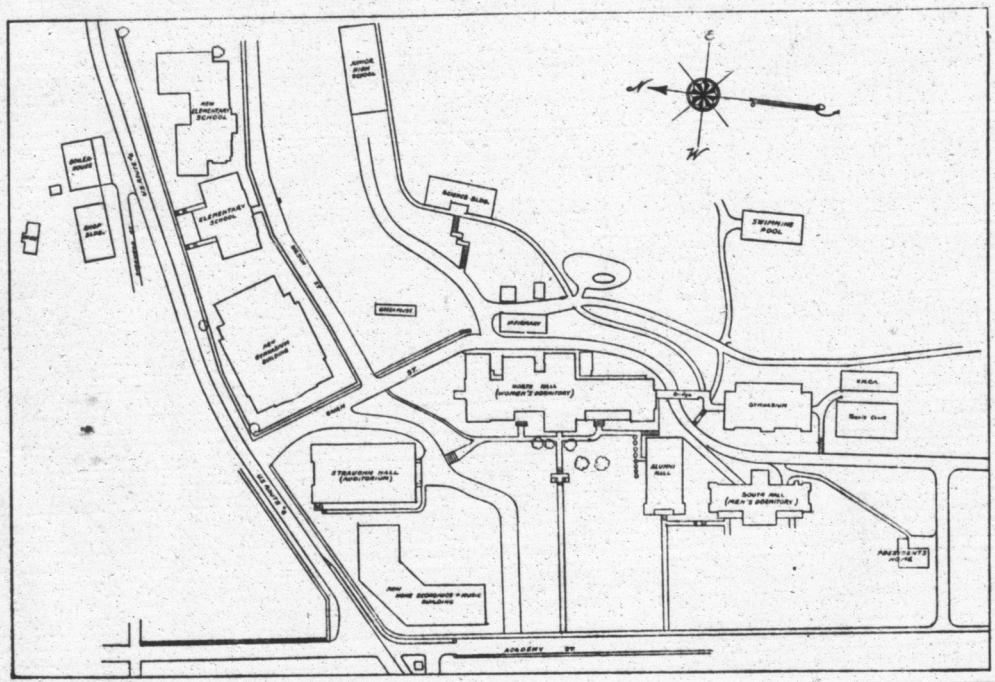
In December, 1862, at the request of the trustees, the Commonwealth of Pennsylvania took over the school, and it became the Normal School of the Fifth District. Professor Fordyce A. Allen, who had established and conducted an academy in West Chester, Pa., became administrator at Mansfield, bringing with him sixty students, equipment, and furniture.

In 1871 the first provision for student teaching was organized by Professor Allen from the elementary grades of the Mansfield Soldiers Orphan School, of which he was also head; and later when the need for the Orphan School no longer existed in this district, the lower grades of the local public school were organized for teacher preparation. For some years the village school or the campus school might be attended by the children of the community, the decision resting with the parents. This resulted in a small enrollment at each, and in 1902 the Borough school directors voted to place the first six grades under the jurisdiction of the so-called Model School. After the construction of Alumni Hall, this elementary department was housed on the two lower floors.

A modern training school building was opened on the campus in 1914, and in that same year Richmond Township consolidated its schools with Mansfield Borough, sending all its pupils, including those of the seventh and eighth grades, to the practice schools. In 1920 the Junior High School was organized, and in 1926 was housed in a new building.

The State Council of Education at its meeting in June, 1926, authorized the State Normal School at Mansfield to confer the degree of Bachelor of Science in Education to graduates of courses in Elementary and Secondary Education. A year later, on May 13, 1927, a formal resolution authorized a change of name from the State Normal School at Mansfield to the State Teachers College at Mansfield and, subsequently, the power to grant degrees was extended to the special fields of Music and Homemaking.

From its inception the college at Mansfield has been an institution of educational development founded upon the needs of a vigorous pioneering area. There has grown up with it the same enthusiasm for academic progress that imbued those who conceived it. The rich heritage of accomplishment and continued expansion in the face of great odds has evolved a philosophy toward scholastic endeavor and the teaching profession which is sound and forward-looking.



MAP OF GROUNDS AND BUILDINGS

GROUNDS AND BUILDINGS

Mansfield State Teachers College is situated in the heart of Pennsylvania's Northern Tier, a region of forested mountains and fertile valleys once known to an earlier people as "The Garden of the Six Nations." The campus, a plot of fifty acres, is fraught with natural beauty and man-made symmetry which provide an ideal setting at all times of the year.

The buildings, about twenty in number, are of brick and stone construction. All are modern, commodious, and well equipped. Among them are a new homemaking and music education building, a new elementary school building, and a new gymnasium building, which have extended and enhanced materially the facilities of the College.

SOUTH HALL, which stands on the site of the original Mansfield Classical Seminary, is the oldest and historically most interesting building on the campus. It houses the men's dormitory, the office of the dean of men, the Y.M.C.A. room, and fraternity, recreation, and music-practice rooms for men, together with the College Library, which occupies the ground floor.

NORTH HALL is a combined women's dormitory and administrative building. It contains living accommodations for women students; the offices of the president, the deans, and the business staff; the College Dining Room; the kitchens and the bakery; reception and conference rooms; the Campus Book and Supply Store; the Y.W.C.A. room; and various assembly, recreation, and music-practice rooms for women.

THE INFIRMARY BUILDING, a student health center conveniently set apart from the dormitories, contains the offices of the College physician and the College nurse and rooms for the treatment of injury and illness. In connection with the infirmary there are isolation quarters for the care of any persons ill with contagious diseases who cannot be removed safely to their homes. A State Hospital is located in Blossburg, ten miles from Mansfield, where by special arrangement with the College serious medical or surgical cases receive immediate attention at low cost.

ALUMNI HALL, with its traditional Clock Tower, is an instruction and recitation building. One of the older structures on the campus, the building is distinguished not only for its academic usefulness, but also for its historical interest and significance

THE ARTS BUILDING is a completely modern structure containing the latest equipment in the specialized fields of homemaking and music education. Included here are classrooms, laboratories, rehearsal rooms, conference rooms, administrative quarters, and various special facilities. Under the same roof, a living unit provides a model "home situation," in which groups of homemaking students, with a resident instructor, live and work together as part of the course in home management.

THE SCIENCE BUILDING affords space for chemical, physical, and biological laboratories; a commodious lecture room; a dark room; and stock and supply rooms. Several of the science instructors maintain offices in this building.

THE EDUCATION CENTER, once known as the Model School, now houses the departments of Education, Psychology, Speech, Handwriting, and Mathematics and the Psycho-educational Center.

THE COLLEGE LIBRARY consists of a large open-shelf circulation and reading room, a reference and reserve room, and adjoining storage and work rooms. The total number of volumes in the library is 25,000. Under liberal regulations all may be drawn from the library. There are also smaller libraries in the elementary school and junior high school buildings for the use of pupils and teachers in those schools.

THE ELEMENTARY SCHOOL BUILDING provides a laboratory situation for prospective teachers of rural and elementary schools, grades one to six inclusive. In this modern structure are to be found a full complement of well-equipped classrooms with observation booths; a beautiful library room; special music, fine arts, and industrial arts quarters; a large gymnasium-auditorium; departmental offices; and clinical facilities.

THE JUNIOR HIGH SCHOOL BUILDING has a similar plant for prospective teachers of grades seven, eight, and nine. Here, too, are classrooms, laboratories, a library, a mechanical shop, a printing shop, a gymnasium, and departmental offices. The Mansfield Senior High School cooperates with the College in furnishing further opportunities for student observation and teaching.

A room in North Hall reflects the femininity and the decorative talents of its two tty occupants.

A room in South Hall, though perhaps lacking the woman's touch, yet affords a rful environment for study and fellowship.

● The dining room offers the dual attractions of good food and good company in pleasant surroundings.

● The library provides admirable facilities for the research which supplements the textbook.

STRAUGHN HALL, the College auditorium, is a fine, modern building with a seating capacity of 1,250. A three-manual Austin organ is installed in this building, which also is equipped with sound-motion picture apparatus and with stage and lighting facilities adequate for dramatic productions.

THE GYMNASIUM BUILDING furnishes excellent facilities in the field of physical education. Here provisions have been made for a large double playing floor, with ample room for men's and women's sports to be carried on simultaneously. Locker and shower rooms, offices for the directors of the department, and other facilities which contribute to a full physical education and athletic program also are provided.

THE SWIMMING POOL, occupying a building of its own, makes possible the enjoyment of one of the most popular and beneficial of all sports the year around.

THE STUDENT CENTER, formerly the old gymnasium building, is a newly-created recreational and social center. Here may be found a large room suitable for infomal dances, parties, and games. The offices of the Carontawan and the Flashlight, student publications, also are in this building.

THE PRESIDENT'S HOME is an imposing residence which harmonizes admirably with the buildings of the College proper and contributes much to the beauty and dignity of the campus as a whole.

SMYTHE PARK is a tree-lined inclosure of thirty acres apart from the campus, where the athletic contests of the College are held.

DIRECTORY OF BUILDINGS AND CLASSROOMS

Buildings and classrooms are designated by the systems of symbols which follow:

BUILDINGS

AB—Arts Building
AH—Alumni Hall
EB—Elementary School Building
EC—Education Center
GB—Gymnasium Building
IB—Infirmary Building
JH—Junior High School Building
NH—North Hall
SA—Straughn Hall
SB—Science Building
SC—Student Center
SH—South Hall

CLASSROOMS

1-99—Below ground level
100-199—Ground level
200-299—Above ground level

REQUIREMENTS FOR ADMISSION

SUMMARY OF GENERAL REQUIREMENTS FOR ADMISSION TO PENNSYLVANIA STATE TEACHERS COLLEGES

1. **General scholarship,** as evidenced by graduation from an approved four-year secondary school or institution of equivalent grade, as determined by the Credentials Division of the Department of Public Instruction.*

2. **A ranking in the upper half of the class at graduation.** Candidates for admission who lack this second requirement will be required to present further evidence of fitness for admission, as prescribed in the special requirements for admission.

3. **Integrity and appropriate personality,** as indicated in an estimate by secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance, and sympathy.

4. **Health, physical vigor, emotional stability, and absence of physical defects or predisposition toward ill health,** in their relationship to the demands customarily made on a teacher, as determined by a medical examination at the college. Specific standards are set up in the special requirements for admission.

5. **Normal intelligence and satisfactory command of English,** as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

6. **A personal interview,** with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

SPECIAL REQUIREMENTS FOR ADMISSION TO MANSFIELD STATE TEACHERS COLLEGE

1. **Graduation from an approved four-year secondary school.***
2. **Secondary school record and statement of ranking in class.**
3. **Character rating.**
4. **Personnel record.**
5. **Medical and physical record.**
6. **Personal interview.**
7. **Aptitude test.**†

The necessary admission forms will be furnished by the College on request.

*During the present emergency, students may be admitted to the College on completion of all but the last half-year of a standard secondary school course.

†The aptitude test is required only of those applicants who are rated in the lower half of their secondary school class. Students will be notified when the test is to be given.

SPECIAL REQUIREMENTS FOR ADMISSION TO THE HOMEMAKING EDUCATION CURRICULUM

1. Completion of standard secondary school courses in Chemistry and Physics. A student who has not had this work may make up this deficiency on the campus.

SPECIAL REQUIREMENTS FOR ADMISSION TO THE MUSIC EDUCATION CURRICULUM

1. The possession of an acceptable singing voice.

2. The ability to sing at sight, and with a fair degree of accuracy of intonation, melodies of the degree of difficulty of simple folk or hymn tunes.

3. The ability to play piano music of the degree of difficulty of the first book of any standard graded course of piano instruction, including equal facility in reading from both treble and bass staves; or sufficient ability on a band or orchestral instrument and in band or orchestral technique to indicate capability to transfer this musical training to the piano.

4. The ability to pass an examination on the following rudiments of music: intervals, scales, key-signatures.

All applicants for admission must interview the Director of Music Education concerning the aforementioned requirements before their applications can be approved finally.

THE INSTRUCTIONAL PROGRAM

CURRICULA OFFERED AT MANSFIELD

1. **The Four-Year Kindergarten-Primary Education Curriculum (Elementary)** affords four years of pre-service preparation in Kindergarten-Primary Education and carries with it the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight when organized on an elementary basis in an 8-4 school.

2. **The Four-Year Intermediate Education Curriculum (Elementary)** provides four years of pre-service preparation in Intermediate Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight when organized on an elementary basis in an 8-4 school.

3. **The Four-Year Rural Education Curriculum (Elementary)** affords four years of pre-service preparation in Rural Education and carries with it the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight when organized on an elementary basis in an 8-4 school.

A special Elementary Education bulletin will be sent by the College on request to persons interested.

4. **The Four-Year Secondary Education Curriculum** provides four years of pre-service preparation in Secondary Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in Junior and Senior High Schools those subjects in which he has specialized, including grades seven and eight when organized on a secondary basis in a 6-3-3 school.

A special Secondary Education bulletin will be sent by the College on request to persons interested.

5. **The Four-Year Homemaking Education Curriculum** provides four years of pre-service preparation in the specialized field of Homemaking Education and carries with it the degree of Bachelor of Science in Homemaking Education, entitling the holder to teach and supervise vocational homemaking, and generally a secondary subject.

A special Homemaking Education bulletin will be sent by the College on request to persons interested.

6. **The Four-Year Music Education Curriculum** affords four years of pre-service preparation in the specialized field of Music Education and leads to the degree of Bachelor of Science in Public School Music, entitling the holder to teach and to supervise public school music and generally a secondary subject.

A special Music Education bulletin will be sent by the College on request to persons interested.

ELEMENTARY EDUCATION CURRICULUM
B. S. IN EDUCATION

First Semester

	C.H.	S.H.
Orientation	2	1
English 1	3	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Place & Purpose of Ed., or Principles of Geography	2	2
Appreciation of Music	3	2
Health Education I	1	½
Physical Education I	2	½
	20	15

Second Semester

English II	3	3
Principles of Geography, or Place & Purpose of Ed.	3	3
Biological Science II	4	3
History of Civilization	4	4
Appreciation of Art	3	2
Health Education II	1	½
Physical Education II	2	½
	20	16

Third Semester

Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health Education III	1	½
Physical Education III	2	½
Elective	3	3
	19	16

Fourth Semester

Literature II	3	3
Principles of Sociology	3	3
Educational Psychology	3	3
Physical Science II	4	3
Health Education IV	1	½
Physical Education IV	2	½
Elective	4	4
	20	17

Fifth Semester

	C.H.	S.H.
U. S. History before 1865	3	3
Teaching of Reading	3	3
*Music I	4	2
*Art I	4	2
Curric. in Arithmetic	2	2
School Law	1	1
Health Education V	1	½
Physical Education V	2	½
Elective	3	3
	23	17

Sixth Semester

History of Pa.	2	2
Teaching of English	4	3
Music II	3	2
Art II	3	2
U.S. History since 1865	3	3
Curric. Materials, Etc.	4	3
Health Education VI	1	½
Physical Education VI	2	½
	22	16

Seventh Semester

Ed. Measurements	2	2
Curric. in Ele. Science	4	3
Children's Literature	3	3
Evolution of the School	2	2
Student Teaching	9	6
	20	16

Eighth Semester

Visual Education	2	1
Ethics	3	3
American Government	3	3
Student Teaching	9	6
Electives	2	2
	19	15

*Preliminary non-credit courses in Art and Music will be arranged for students unprepared to carry Art I or Music I without further instruction.

Total—128 Semester Hours

FIELDS OF SPECIALIZATION
IN
THE ELEMENTARY EDUCATION CURRICULUM

Students desiring to qualify for the degree of Bachelor of Science in Education are required to complete satisfactorily the basic four-year Elementary Education curriculum and twelve semester hours of electives selected from the following list:

	C.H.	S.H.
Child Adjustment	3	3
Diagnostic and Remedial Instruction in Reading	3	2
Mental Hygiene	3	3
Safety Education	2	2
Special Education	3	3
Teaching of Arithmetic	3	3
Handicrafts	4	3
General Homemaking I	3	3
General Homemaking II	3	3

Approved courses in academic fields and special curricula, provided that not more than six semester hours are selected from the electives listed above and not more than six semester hours are selected from any one academic field or special curriculum.

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) are required to complete satisfactorily the basic four-year Elementary Education curriculum and meet the following specific requirements for the field of specialization desired:

Early Childhood Education	C.H.	S.H.
Early Childhood Education	3	3
Curriculum Materials, Selection, and Adaptation for early childhood grades	4	3
*Student teaching in grades below grade four	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation on other age levels of the elementary field.

Intermediate Education	C.H.	S.H.
Teaching of American History and Government	3	3
Curriculum Materials, Selection, and Adaptation for intermediate grades	4	3
*Student teaching in intermediate grades	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation on other age levels of the elementary field.

Rural Education	C.H.	S.H.
Rural School Problems	3	3
Curriculum Materials, Selection, and Adaptation for rural schools or in grades 1-6 or 1-8 under conditions approximating those in rural schools	4	3
*Student teaching under rural school conditions	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

SECONDARY EDUCATION CURRICULUM

B. S. IN EDUCATION

First Semester	C.H.	S.H.
Orientation	2	1
English I	3	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Place & Purpose of Ed.	2	2
Appreciation of Music	3	2
Health Education I	1	½
Physical Education I	2	½
	20	15

Second Semester		
English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
History of Civilization	4	4
Appreciation of Art	3	2
Health Education II	1	½
Physical Education II	2	½
	20	16

Third Semester		
Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health Education III	1	½
Physical Education III	2	½
Elective	3	3
	19	16

Fourth Semester		
Literature II	3	3
Principles of Sociology	3	3
Educational Psychology	3	3
Physical Science II	4	3
Health Education IV	1	½
Physical Education IV	2	½
Elective	4	4
	20	17

Fifth Semester		
American Government	3	3
Ed. Measurements	2	2
School Law	1	1
Health Education V	1	½
Physical Education V	2	½
Elective	10	10
	19	17

Sixth Semester		
Problems of Sec. Ed.	2	2
Curric. Materials, Etc.	4	3
Health Education VI	1	½
Physical Education VI	2	½
Elective	10	10
	19	16

Seventh Semester		
Evolution of the School	2	2
Ethics	3	3
Visual Education	2	1
Student Teaching	9	6
Elective	3	3
	19	15

Eighth Semester		
Student Teaching	9	6
Elective	10	10
	19	16

Total—128 Semester Hours

The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies. The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.

The elective in the seventh semester shall be a course in History of the United States, Including Pennsylvania, if such a course has not been taken previously.

HOMEMAKING EDUCATION CURRICULUM

B. S. IN HOMEMAKING EDUCATION

First Semester

	C.H.	S.H.
Orientation	2	1
English I	3	3
Homemaking Ed. I	2	1
Principles of Design I	4	3
Clothing I	6	3
Textiles	3	2
Biology I	4	3
Health Education I	1	½
Physical Education I	2	½
	27	17

Second Semester

English II	3	3
Chemistry I	6	4
Principles of Design II	3	2
Biology II	4	3
Foods I	7	3
Health Education II	1	½
Physical Education II	2	½
	26	16

Third Semester

Place & Purpose of Ed.	2	2
Chemistry II	6	4
Clothing II	4	2
Foods II	7	3
General Psychology	3	3
American Government	3	3
Health Education III	1	½
Physical Education III	2	½
	28	18

Fourth Semester

Consumer Education	3	3
Home Management I	5	4
Literature II	3	3
Educational Psychology	3	3
Health Education IV	1	½
Physical Education IV	2	½
Elective	3	3
	20	17

Fifth Semester

	C.H.	S.H.
School Lunch	5	3
Home Management III	9	3
Nutrition	4	3
Principles of Economics	3	3
Family Health	3	2
Homemaking Ed. II	3	3
Health Education V	1	½
Physical Education V	2	½
	30	18

Sixth Semester

Student Teaching	5	3
Applied Design I	3	2
Clothing III	4	2
Home Management II	3	3
Health Education VI	1	½
Physical Education VI	2	½
Elective	3	3
	21	14

Seventh Semester

Homemaking Ed. III	2	2
Child Development	7	4
Applied Design II	4	3
Visual Education	2	1
Elective	4	4
	19	14

Eighth Semester

Family Relationships	2	2
Student Teaching	9	5
Appreciation of Art	3	2
Appreciation of Music	3	2
Principles of Sociology	3	3
	20	14

Total—128 Semester Hours

The electives in the seventh semester shall include a course in History of the United States, including Pennsylvania, if such a course has not been taken previously.

MUSIC EDUCATION CURRICULUM

B. S. IN PUBLIC SCHOOL MUSIC

First Semester	C.H.	S.H.
Orientation	2	1
English I	3	3
Place & Purpose of Ed.	2	2
Harmony I	3	3
Solfeggio I	3	2
Ear Training I	3	2
Health Education I	1	½
Physical Education I	2	½
Practicum	9	3
	28	17

Second Semester		
English II	3	3
Fundamentals of Speech	3	3
Harmony II	3	3
Solfeggio II	3	2
Ear Training II	3	2
Health Education II	1	½
Physical Education II	2	½
Practicum	9	3
	27	17

Third Semester		
Appreciation of Art	3	2
History of Civilization	4	4
Harmony IV	2	2
Solfeggio III	3	2
Ear Training III	3	2
Eurythmics I	2	1
Health Education III	1	½
Physical Education III	2	½
Practicum	9	3
	29	17

Fourth Semester		
Principles of Sociology	2	2
Literature I, or II	3	3
Harmony III	2	2
Elements of Conducting	2	2
Methods & Materials I	4	3
Eurythmics II	2	1
Health Education IV	1	½
Physical Education IV	2	½
Practicum	9	3
	27	17

Fifth Semester		
General Psychology	3	3
Choral Conducting	3	3
Harmony V	2	2
History & Apprec. I	3	3
Methods & Materials II	4	3
Health Education V	1	½
Physical Education V	2	½
Practicum	9	3
	27	18

Sixth Semester		
Educational Psychology	3	3
Harmony VI	2	2
Instrumental Conduct.	3	3
History and Apprec. II	3	3
Methods & Materials III	4	3
Health Education VI	1	½
Physical Education VI	2	½
Practicum	6	2
	24	17

Seventh Semester		
Physical Science I	4	3
Student Teaching I	8	6
Elective	1	1
Practicum	6	2
	19	12

Eighth Semester		
Ed. Measurements	2	2
American Government	3	3
Student Teaching II	7	6
Practicum	6	2
	18	13

Total—128 Semester Hours

The electives in the seventh semester shall include a course in History of the United States, Including Pennsylvania, if such a course has not been taken previously.

FIELDS OF SPECIALIZATION IN THE SECONDARY EDUCATION, THE HOMEMAKING EDUCATION, AND THE MUSIC EDUCATION CURRICULA

1. The student following the Secondary Education Curriculum is required to complete one field of at least 24 semester hours and at least one field of not fewer than 18 semester hours.

2. The student following the Homemaking Education Curriculum or the Music Education Curriculum is required to complete, besides his special field, at least one field of not fewer than 18 semester hours.

3. As early as possible in the student's academic career, he must demonstrate competence in the fields chosen before permission to complete requirements for certification may be granted.

BIOLOGY

Requirements

1. The student specializing in Biology shall take either General Botany I and II or General Zoology I and II in place of Biological Science I and II.

2. The student shall take Chemistry I and II in place of Physical Science I and II.

3. If Biology is the first field of specialization, the student shall complete all required courses and not fewer than 12 semester hours of elective courses. If Biology is the second field of specialization, the student shall complete all required courses and not fewer than six semester hours of elective courses.

Required Courses—12 Semester Hours

	C.H.	S.H.
General Botany I (Flowering Plants)	5	3
General Botany II (Non-flowering Plants)	5	3
General Zoology I (Invertebrates)	5	3
General Zoology II (Vertebrates)	5	3

Elective Courses—6-12 Semester Hours

	C.H.	S.H.
Anatomy (Comparative)	5	3
Entomology	5	3
Field Botany	5	3
Field Zoology	5	3
Ornithology	5	3
Physiology	5	3

CHEMISTRY

Requirements

1. The student specializing in Chemistry shall take Physics I and II in place of Physical Science I and II.

2. If Chemistry is the first field of specialization, Biological Science I and II, or the equivalent number of semester hours in botany and zoology, are required.

Required Courses—18 Semester Hours

	C.H.	S.H.
Inorganic Chemistry I	5	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry I	6	4

Elective Courses—6 Semester Hours

	C.H.	S.H.
Organic Chemistry II	5	3
Biological Chemistry	5	3
Chemistry of Foods and Nutrition	5	3

ENGLISH

Required Courses—18 Semester Hours

	C.H.	S.H.
English I	3	3
English II	3	3
Literature I	3	3
Literature II	3	3
English Philology	3	3
Advanced Composition	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
Shakespeare	3	3
Short Story	3	3
Modern Novel	3	3

World Literature	3	3
Contemporary Poetry	2	2
Victorian Prose and Poetry	3	3
Romantic Period	3	3
Essay	3	3
Modern Drama	2	2
19th Century Novel	3	3

FRENCH

Required Courses—18 Semester Hours

	C.H.	S.H.
Elementary French I	3	3
Elementary French II	3	3
19th Century French Prose and Poetry	3	3
Contemporary French Prose and Poetry	3	3
Outline Course in French Literature	3	3
17th Century French History and Literature Composition	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
French Novel	3	3
French Drama	3	3
Romantic Movements in French Literature	3	3
Realistic Movements in French Literature	3	3

GEOGRAPHY

Required Courses—18 Semester Hours

	C.H.	S.H.
Principles of Geography	3	3
Economic Geography	3	3
Geography of U. S. and Canada	3	3
Geography of Latin America	3	3
Geography of Europe	3	3
Geography of the Pacific Realm	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
Climatology and Meteorology	3	3
Physiography	3	3
Conservation of Natural Resources	3	3

LATIN

Requirements

1. To elect Latin, a student must present three high school units of Latin.

Required Courses—18 Semester Hours

	C.H.	S.H.
Latin I, Ovid and Virgil	3	3
Latin II, Livy	3	3
Latin III, Cicero and Tacitus	3	3
Latin IV, Horace	3	3
Latin V, Plautus and Terence	3	3
Latin VI, Roman Civilization	3	3

MATHEMATICS

Requirements

1. To elect Mathematics, a student must present three high school units in Mathematics, of which Algebra and Plain Geometry must have been taken in the senior high school.

Required Courses—18 Semester Hours

	C.H.	S.H.
College Algebra I	3	3
College Trigonometry	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
College Algebra II	3	3
History of Mathematics	3	3
Spherical Trigonometry and Navigation	3	3

PHYSICS

Requirements

1. The student specializing in Physics must demonstrate competence in mathematics adequate to carry courses in physics.

2. The student shall take Chemistry I and II in place of Physical Science I and II.

3. Biological Science I and II, or the equivalent number of semester hours in botany and zoology, will be required.

Required Courses—15 Semester Hours

	C.H.	S.H.
Physics I	6	4
Physics II	6	4
Mechanics	5	3
Electricity and Magnetism	6	4

Elective Courses—9 Semester Hours

Heat	5	3
Radio Communication	5	3
Modern Physics	5	3

SCIENCE (General)

Requirements

1. The student specializing in General Science shall complete not fewer than 30 semester hours of courses in science, including courses in chemistry, physics, botany, zoology, earth science, and mathematics.

SOCIAL STUDIES

Required Courses—19 Semester Hours

	C.H.	S.H.
History of Civilization	4	4
Ethics	3	3
American Government	3	3
Social and Industrial History of U. S.	3	3
Modern European History	3	3
Principles of Economics	3	3

Elective Courses—5 Semester Hours

Early European History	3	3
Latin American History	3	3
Comparative Government	3	3
History of England	3	3
History of the Far East	3	3
History of Pennsylvania	3	3
History of U. S., Including Pa., before 1865	3	3
History of U. S., Including Pa., after 1865	3	3
Introduction to Philosophy	3	3

SPANISH

Required Courses—18 Semester Hours

Elementary Spanish I	3	3
Elementary Spanish II	3	3
Intermediate Spanish I	3	3
Intermediate Spanish II	3	3
Introduction to Spanish Literature	3	3
Spanish Conversation	3	3

COURSES OF INSTRUCTION

Unless otherwise specified, courses are given as indicated each year.

GENERAL EDUCATION

(All required and elective courses available to students following the Elementary Education and the Secondary Education curricula; and certain required and all elective courses, common to the aforementioned curricula, available to those following the Homemaking Education and the Music Education curricula.)

ART

Appreciation of Art aims to develop the knowledge and appreciation of art so essential to every well-prepared teacher. The chief periods in the history of art become centers of study. Outstanding masterpieces of architecture, sculpture, painting, and the minor arts are studied in relation to modern life and art. **Two Semester Hours. First and Second Semesters. Miss Murphey.**

Art I is designed to give experience in handling various media, such as paper, cardboard, thin wood, clay, soap, metal, and weaving and basketry materials. It stimulates response to graphic, plastic, and contsructed forms, so that there will be recognition and enjoyment of art. In addition, it prepares the prospective teacher to instruct and to guide the child in his art expression. **Two Semester Hours. First Semester. Miss Murphey.**

Art II aims to establish principles, to develop skills, and to give opportunities for creative expression and experience in handling the various media used in the public schools, such as pencil, crayon, water color, etc. It develops the necessary aesthetic judgments and techniques which enable the student to function successfully in realizing the aims of Art Education. **Two Semester Hours. Second Semester. Miss Murphey.**

Handicrafts is designed to give experience in crayon painting, stenciling, tie- and spray-dyeing, block printing, batiking, weaving, ceramics, leather and metal crafts, wood-carving, and mask-making. Emphasis is placed on the importance of fine design in all successful craft work. **Three Semester Hours. Second Semester (Every Two Years, 1943-1944). Miss Murphey.**

BIOLOGY

General Botany I (Flowering Plants) gives to the student an understanding of the structures and life processes of seed plants. Included is a detailed study of the gross anatomy, as well as the microscopic structure of all the plant organ. **Three Semester Hours. First Semester (Every Two Years, 1943-1944). Mr. Beyer.**

General Botany II (Non-flowering Plants) is concerned chiefly with a study of the principal groups of plants, beginning with the algae and fungi. Plant relationships and classification are stressed, and an effort is made to give the student a view of the plant kingdom as a whole and the ability to locate plants in their proper places **Three Semester Hours. Second Semester (Every Two Years, 1943-1944). Mr. Beyer.**

General Zoology I (Invertebrates) is concerned mainly with a study of the life processes of animals and the structures and organs concerned in these processes. While frequent reference is made to lower forms, the emphasis is on the chordates—particularly the higher groups. **Three Semester Hours. First Semester (Every Two Years, 1944-1945). Mr. Beyer.**

General Zoology II (Vertebrates) attempts to provide a general view of the animal kingdom, including classification and relationships of animals. Attention is given to all the main groups, and examples of most of them are studied in the laboratory. Collection, identification, and preservation of local forms for use in teaching are included in the course. **Three Semester Hours. Second Semester (Every Two Years, 1944-1945). Mr. Beyer.**

Anatomy (Comparative) strives to give a more thorough acquaintance with the comparative anatomy of the vertebrate series. Dissection is made of the cat, and, when time permits, of a lower vertebrate also. The functional importance of the structures studied is emphasized. **Three Semester Hours. First Semester (Every Three Years, 1945-1946). Mr. Beyer.**

Entomology treats of the characteristics of the orders and families of insects, their life histories and habits, and their relations to other animals and to plants. Field trips are an important feature, and each student is required to accumulate and prepare a typical collection of insects. **Three Semester Hours. First Semester (Every Three Years, 1945-1946). Mr. Beyer.**

Field Botany aims to acquaint the student with the plants of northern Pennsylvania, both herbaceous and woody species. Work in both the laboratory and field is afforded, and practice in the use of keys in identifying plants and in making a representative collection of local species is provided. **Three Semester Hours. First Semester (Every Three Years, 1943-1944). Mr. Beyer.**

Field Zoology seeks to develop a familiarity with local fauna, which will enable the student to identify most of the forms he is likely to meet in his teaching. Numerous field trips are taken, and much material is collected and studied. Some attention is given to nature photography and the making and coloring of lantern slides. **Three Semester Hours. Second Semester (Every Three Years, 1943-1944). Mr. Beyer.**

Ornithology gives the student opportunity to learn to know our Pennsylvania birds—their identity, songs, habits, and economic importance. In the laboratory some attention is given to the external and internal structures of a bird; but a more important part of the course is the program of field trips, which begin in the winter and continue throughout the spring migration until late May, when the last of our summer residents have arrived. **Three Semester Hours. Second Semester (Every Four Years, 1944-1945). Mr. Beyer.**

Physiology has as its objective a thorough understanding of the physiological processes of the higher animals. Comparisons are made throughout the entire vertebrate group, with frequent reference to the invertebrates for physiological antecedents. While the emphasis is on function, considerable attention is given to structure. **Three Semester Hours. Second Semester (Every Three Years, 1944-1945). Mr. Beyer.**

CHEMISTRY

Inorganic Chemistry I includes a study of the non-metals and their compounds. A working knowledge of symbols, valences, formulas, writing reactions, and the solution of problems relating to chemical changes are stressed. **Four Semester Hours. First Semester. Mr. Grant.**

Inorganic Chemistry II includes a study of common metals and their compounds. Methods of preparation, properties, uses, and tests receive ample attention. Study and discussion of the theories of ionization and chemical equilibrium and their application to chemical changes are considered. **Four Semester Hours. Second Semester. Mr. Grant.**

Qualitative Analysis includes the study and practice of separating and identifying the cations and anions of the more common elements. Basic principles underlying the methods of Qualitative Analysis and some applications of the science are stressed. **Three Semester Hours. First Semester (Every Two Years, 1943-1944). Mr. Grant.**

Quantitative Analysis is a beginner's course, presenting methods of volumetric, gravimetric, and electro-analysis. Some attention is given to the solution of simple problems related to the theory and practice of the subject. **Three Semester Hours. Second Semester (Every Two Years, 1943-1944). Mr. Grant.**

Organic Chemistry I is concerned with the aliphatic series of carbon compounds. It includes a consideration of saturated and unsaturated hydrocarbons, alcohols, ethers, aldehydes, and ketones and the study of the salts and esters of organic acids, acyl halides, amines, organometallic compounds, and optical isomerism. **Three Semester Hours. First Semester (Every Two Years, 1944-1945). Mr. Grant.**

Organic Chemistry II, a continuation of Organic Chemistry I, includes the study of aromatic hydrocarbons of various classifications, including phenols, quinones, heterocyclic compounds, coal tar products, the sulpha drugs, the synthesis of rubber-like compounds, plastics, and various organic compounds as found in nature. **Three Semester Hours. Second Semester (Every Two Years, 1944-1945). Mr. Grant.**

Biological Chemistry endeavors to establish a relationship between chemical composition and biological function. Adsorption, diffusion, dialysis, enzimes, hormones, vitamins, blood and urine analysis, and metabolism of fats, carbohydrates, and proteins are among the topics considered. **Three Semester Hours. First Semester (Every Three Years, 1943-1944). Mr. Grant.**

Chemistry of Foods and Nutrition includes a detailed study of carbohydrates, fats, lipeds, and proteins as they appear in the human diet. The fuel value of foods and the energy requirements of the body are observed, together with the economic use of foods. **Three Semester Hours. Second Semester (Every Three Years, 1943-1944). Mr. Grant.**

EDUCATION

Place and Purpose of Education in the Social Order, including School Visitation, is an introductory course, which aims to give the student a broad overview of public education. Major emphasis is laid on the function of the public school in a democratic society. The course guides students in an appreciative study of education as a professional career and deals with such questions as personal and academic qualifications, choice of group-curriculum, certification, professional ethics, and other problems pertinent to the teaching profession. **Two Semester Hours. First and Second Semesters. Dr. Doughton.**

General Psychology is a basic course which emphasizes the meaning of psychology, its methodology, and its subject matter. It aims to acquaint the student with substantiated facts and principles and to develop in him, through laboratory practice, an appreciation of the scientific attitude and the methods involved. **Three Semester Hours. First Semester. Mr. Bertin**

Educational Psychology applies the principles of psychology to the process of desirable social personality development. It seeks to assist the student in appraising the learning process in the educand and in evaluating both curriculum and methods of instruction in terms of pupil development. **Three Semester Hours. Second Semester. Mr. Bertin.**

Educational Measurements compares the traditional methods of testing and grading with the scientific methods now in use, supplemented with a limited study of standardized tests in various subjects. The special techniques for evaluating, interpreting, and applying testing and grading with the scientific methods now in use, supple- **First and Second Semesters. Mr. Morgan.**

Visual Education stresses the use of field trips, movies, museums, pictures, maps, graphs, and other outside agencies to supplement and enrich the work of the school. Practical experience in the handling of Visual Education equipment and materials is provided. **One Semester Hour. First and Second Semesters. Dr. Doughton.**

School Law aims to demonstrate the relation of federal, state, and local government to education. Federal subsidies are examined with respect to their implications toward state education. Through the use of the "school code", state and local government of education is investigated. **One Semester Hour. First Semester. Dr. Doughton.**

Evolution of the American Public School includes a study of as much of the history of the public school as appears necessary for a proper understanding of the major issues current in American public education. Emphasis is laid on recent social movements in the Western World, especially in the United States, which have influenced the development and extension of public schools. The history of public schools in Pennsylvania is given special prominence. **Two Semester Hours. First Semester. Dr. Doughton.**

Student Teaching and Conferences (Elementary) includes student teaching under expert supervision in the Campus Elementary School. Special attention is paid to management and planning, the integration of the curricula, and the responsibility for creating and developing units of work. The emphasis is on the application of educational theory. **Six Semester Hours. First and Second Semesters. Dr. Retan.**

Curriculum Materials, Selection, and Adaptation (Elementary) is designed to acquaint student teachers with the sources, organization, and advantages of various types of instructional materials. Principles which govern the suitability and organization of activity units are studied, together with the way in which these can be utilized within the state curriculum. **Three Semester Hours. Second Semester. Dr. Retan.**

Early Childhood Education aims to familiarize the student with the physical, mental, emotional, and social development of the child from birth until he is of school age. The value of regular habits of eating, playing, and sleeping are stressed. The language, play, and manipulative experiences which modify the child's behavior are considered in connection with regular assignments at the Campus Nursery School. **Three Semester Hours. Second Semester. Dr. Doughton.**

Child Adjustment emphasizes pupil-adjustment through application of psychological and psychiatric principles. It presents the background of problem behavior through discussion and study of the influence on personality of mental deviation, physical deficiencies, sex conflicts, unfavorable home conditions, and other personal and environment limitations. **Three Semester Hours. First Semester (Every Three Years, 1943-1944). Dr. Doughton.**

Special Education acquaints students with the problems and methods involved in the adjustment and guidance of exceptional children in the schools. It gives attention to the diagnosis of and the educational provisions for the mentally gifted or retarded, the emotionally unstable, the delinquent, and the physically handicapped. **Three Semester Hours. First Semester. Mr. Bertin.**

Diagnostic and Remedial Instruction in Reading purposes to study the psychopathology involved in cases of reading disability. Visual, auditory, and kinesthetic approaches are explored and evaluated. Consideration is given, also, to the various psychological methods employed in a program of re-education. **Three Semester Hours. Second Semester. Dr. Doughton.**

Rural School Problems deals with population distribution in farm areas and other matters relating specifically to schools of the fourth-class districts. It takes up the problem of providing an adequate educational program for the one-teacher school, considers plans for the recreational welfare of rural children, and suggests practical ways by which teacher-pupil cooperation may be encouraged. **Three Semester Hours. Second Semester. Dr. Retan.**

Problems of Secondary Education includes a study of the historical development of the secondary school as an integral part of democratic socialization. Attention is given to the aims and purposes of secondary education, its curricula, and the matter of articulation. Special consideration is given to the qualifications of secondary school teachers, the types of school buildings, the development of attitudes on the part of the pupil, and the contributions which each element makes to an effective democracy. **Two Semester Hours. Second Semester. Mr. Bertin.**

Student Teaching and Conferences (Secondary) directs the attention of the student teacher to the theory which underlies good secondary school practice. Special observation of and participation in the actual work of teaching are provided under expert supervision. **Six Semester Hours. First and Second Semesters. Dr. Retan.**

Curriculum Materials, Selection, and Adaptation (Secondary) is designed to acquaint student teachers with the sources, organization, and advantages of various types of instructional materials. A study is made of the movement toward the integration of the high school curriculum. This course is closely tied up with teaching in the campus schools. **Three Semester Hours. Second Semester. Dr. Retan.**

Guidance includes a survey of the Guidance movement, with a detailed consideration of the various phases of the Vocational Guidance program. Some time is given to the study of tests pertinent to and valuable for Guidance purposes. Brief consideration is given to the desired cooperation between industry and the school, to bring about a more effective vocational adjustment on the part of the individual. **Three Semester Hours. Second Semester. Dr. Doughton.**

Mental Hygiene is designed to prepare teachers to assist pupils in making the adjustments necessary to emotional balance and poise, with a view to making them efficient and happy in their work and play. To this end, the course comprises four major divisions: (1) Aims and Objectives; (2) Content and Materials, including the place of mental hygiene in the curriculum, its relation to the program of guidance, and its correlation with other courses, methods, techniques, and devices of teaching, and the cooperation of other agencies; (3) Implications to Modern American Life; (4) Outcomes and Appraisal. **Three Semester Hours. Second Semester. Mr. Bertin.**

Safety Education attempts to equip the prospective elementary teacher with an interest in and a knowledge and a philosophy of safety in contemporary life. Also it seeks to suggest how safety shall be taught in the schools—the objectives, materials, place in the curriculum, plan of study, methods of teaching, and relationship to social fraternal, and civic agencies— and the bearing of safety on the general welfare. **Two Semester Hours. First Semester. Mr. Bertin.**

EDUCATION IN SPECIFIC SUBJECT FIELDS

(Each course is assigned within the specific subject field.)

Teaching of English, including Handwriting, aims to give to prospective teachers an understanding of the English needs of children in the elementary grades. It includes the development of techniques in the teaching of reading, literary appreciation, and oral and written composition, and in penmanship. Also, practice is afforded in the analysis of English tests and their administration. **Three Semester Hours. Second Semester. Miss Allen and Mr. Gilbert.**

Teaching of Reading affords the student an opportunity to study the various methods and materials used from early times to the present day; to consider the physical, mental, emotional, and social characteristics of children in learning to read; to modify classroom procedure; to promote library rather than textbook methods of study; and to become acquainted with the literature of the field. **Three Semester Hours. First Semester. Dr. Retan.**

Teaching of Arithmetic is an elective course for students interested in teaching Arithmetic in the intermediate grades. The aim of the course is to familiarize students with modern subject matter and instructional methods, the application of psychological principles of teaching, and present-day requirements for efficient citizenship. **Three Semester Hours. Second Semester (Every Two Years, 1944-1945). Mr. Lloyd.**

Curriculum in Arithmetic is a general survey course having to do with the curriculum for the primary grades. Each topic studied is treated under the following headings: History and Development of Present Technique; Social Use and Its Extent; Mathematical Principles; Psychology and Experimentation; Philosophy and Technique. **Two Semester Hours. First Semester. Mr. Lloyd.**

Curriculum in Elementary Science aims to acquaint students with objectives basic to the development of scientific concepts in the grades. Units of work are planned to promote a comprehension of simple natural phenomena and of the local environment. The course seeks especially to emphasize principles governing the selection and organization of suitable teaching materials. **Three Semester Hours. First Semester. Mr. Beyer.**

Teaching of American History and Government involves an analysis and study of the concepts which underlie American democracy. Included is a study of the civic background a teacher should possess and of the ways in which the school environment can contribute to building up the outline of a course for the various grades. **Three Semester Hours. First Semester. Dr. Gwinn.**

ENGLISH

English I stresses correctness of expression with a thorough review of functional grammar, punctuation, and spelling. The course also includes letter-writing, reading reports, and exercises in the use of the dictionary. **Three Semester Hours. First Semester. Miss Allen.**

English II aims to develop skill in effectiveness of expression, with special emphasis on choice of words, structure of sentences, and organization of material. The course affords much practice in original composition based on the student's own experience, after the class has made a critical study of different types of composition and of various styles of writing. **Three Semester Hours. Second Semester. Miss Allen.**

Literature I (English) is a survey course, in which a study is made of great prose and poetry, beginning with the Anglo-Saxon heritage and ending with the Romantic Revival. It aims to show how the chronological development of literature has reflected the religious, economic, political, and social history of the British Isles. **Three Semester Hours. First Semester. Dr. Swan.**

Literature II (American) is designed not only to acquaint the student with the poetry and the prose of this country's great writers, but also to show how these works, from the days of Benjamin Franklin to the present have reflected the thought and the life of the nation. Emphasis is placed on trends as well as on the function of literature as a mirror of social development. **Three Semester Hours. Second Semester. Dr. Swan.**

undamentals of Speech purposes to develop a pleasant and effective speaking voice, attractive bodily expression, and a sense of organized oral expression. Oral topics, speeches for occasions, conversation, parliamentary practices, and interpretative reading are the activities employed for practice of the principles studied. **Three Semester Hours. First and Second Semesters. Miss Allen.**

English Philology traces the development of the English language through the Old English, Middle English, and Modern English periods, with emphasis on the last. It examines the origin and creation of words and contemporary pronunciation and spelling, and endeavors to arouse interest in intelligent word choice and use. **Three Semester Hours. First and Second Semesters. Mr. Cure.**

Advanced Composition seeks to develop superior skill in writing and in teaching others to write. It endeavors to lead the student to finer appreciation and skills through an analysis of his reactions to his own writing and to that of others. Course discussions and exercises are dominated by the purpose of preparing better teachers of English for the secondary field. **Three Semester Hours. First and Second Semesters. Mr. Cure.**

Shakespeare is a study of the most popular comedies, tragedies, romances, and historical works of this playwright. While the emphasis is on appreciation, one play of each type is given intensive treatment from the standpoints of plot, characterization, and language. **Three Semester Hours. First Semester. Dr. Swan.**

Short Story is a study of short narrative structure and its appreciation, with emphasis on elementary principles of setting, plot, characterization, and style. Masterpieces of modern short story writers are studied. **Three Semester Hours. Second Semester (Every Three Years, 1944-1945). Dr. Swan.**

Modern Novel is a study of contemporary fiction, which seeks to acquaint the student with modern trends in subject matter and style and to develop in him powers of discrimination. While comparison of eighteenth and nineteenth century novels is made, the principal emphasis is placed on twentieth century works. **Three Semester Hours. First Semester (Every Two Years, 1943-1944). Dr. Swan.**

World Literature aims to acquaint students with foreign literatures which have strongly influenced English and American life and letters. Selected passages in translation are read from the more important classics in Hebrew, Greek, Roman, Italian, French, Spanish, and German literatures. Their literary and cultural influences on the English-speaking world are studied, as well as their value to their own times and peoples. **Three Semester Hours. First Semester. Mr. Cure.**

Contemporary Poetry is primarily a study of twentieth century poetry. While a brief survey of Victorian poetry is made, the poetry being written today in England, Ireland, and America receives the major emphasis. Though the principal concern is with appreciation, some attention is given to form and technique. **Two Semester Hours. Second Semester. Dr. Swan.**

Victorian Prose and Poetry aims to acquaint the student with the great writers of the Victorian era. It also endeavors to familiarize him with the relationship of these writers to their time and to the present day. **Three Semester Hours. First Semester. Mr. Cure.**

Romantic Period sets forth the important part played by European writers of prose and poetry in that great humanitarian movement known as the Romantic Revival. The writers of the period are presented to the student as reflecting and likewise stimulating a social upheaval. **Three Semester Hours. Second Semester (Every Two Years, 1943-1944). Dr. Swan.**

Essay includes a brief study of the form and the development of the essay. Representative English and American essays, from the seventeenth century to the present time, are read and analyzed. Particular stress is placed upon the essay as an instrument of propaganda and reform, as well as a work of art and philosophical thought. **Three Semester Hours. Second Semester. Mr. Cure.**

Nineteenth Century Novel deals with the works of such writers as Dickens, Thackeray, Scott, Jane Austen, and George Eliot; the manner in which they reflected the philosophy of the Victorian Age; and the way in which they influenced the social, political, and scientific movements of the period. Special attention is given to the matter of style. **Three Semester Hours. First Semester (Every Two Years, 1944-1945). Dr. Swan.**

Modern Drama is designed to acquaint the student with the contributions of representative contemporary dramatics. Attention is given to experiments in technique and style which have been made in an attempt to express new subject matter and new points of view. English, music, and art are considered as correlated forms of expression. **Two Semester Hours. Second Semester. Dr. Swan.**

Children's Literature and Story-telling promotes the development of appreciation and discrimination for children's literature through a survey of materials in the field. It is designed to provide the prospective teacher with the techniques incidental to a well-integrated program of creative reading on the elementary level. **Three Semester Hours. First Semester. Dr. Swan.**

FRENCH

Elementary French I aims to impart to the student the fundamentals of French vocabulary, pronunciation, and grammar. It seeks to aid the student in acquiring increased knowledge of English vocabulary and grammar and of the relationship between English and French. **Three Semester Hours. First Semester. Mr. Manser.**

Elementary French II aims to perfect the student's pronunciation and grammar through varied oral exercises. It seeks to develop skill in oral and written composition growing out of discussions and readings pertaining to French life and customs. **Three Semester Hours. Second Semester. Mr. Manser.**

Nineteenth Century French Prose and Poetry aims to acquaint the student with the development of the literature of the period following the Franco-Prussian War. It includes a thorough review of the rules of pronunciation and grammar through the reading of representative works. **Three Semester Hours. First Semester. Mr. Manser.**

Contemporary French Prose and Poetry aims to acquaint the student with the literary movements and productions of the period following World War I and to improve pronunciation and grammar. It also seeks to endow the prospective teacher with the practical and cultural values underlying the teaching of French. **Three Semester Hours. Second Semester. Mr. Manser.**

Outline Course in French Literature aims to trace the origin and development of the French language and literature from the time of the Roman Conquest. It emphasizes the literary production of the Renaissance and the evolution of the subsequent philosophical and scientific movements which culminated in the French Revolution. It also provides instruction in composition and problems of method. **Three Semester Hours. First Semester. Mr. Manser.**

Seventeenth Century French History and Literature Composition aims to acquaint the student with the content and form of the literature of the Classical Age. It traces the growth of tragedy and comedy and includes the intensive study of at least one play by Corneille, Racine, or Moliere. **Three Semester Hours. Second Semester. Mr. Manser.**

French Novel aims to trace the development of this literary form from its inception during the seventeenth century to its perfection in the nineteenth century. It correlates the growth of the novel with the changes in various economic, political, and social institutions, and includes an intensive study of two or more great novels. **Three Semester Hours. First Semester. Mr. Manser.**

French Drama seeks to acquaint the student with the evolution of the drama from its origin in religious ceremonials to its nineteenth century form in the comedy of manners. It points out the relationship between the structure of the drama of different periods and the organization of French society, and includes an intensive study of two or more modern dramas. **Three Semester Hours. Second Semester Mr. Manser.**

Romantic Movements in French Literature aims to develop appreciation of the general character and significance of the Romantic School through the reading of representative selections from the great writers of the time. In addition, it emphasizes collateral reading on the historical and social aspects of the period. **Three Semester Hours. First Semester. Mr. Manser.**

Realistic Movements in French Literature seeks to trace the growth of Realism as a protest against the decadent period of Romanticism. It aims to familiarize the student with the style of various authors of the time and stresses extensive collateral readings on the economic and social changes of the period. **Three Semester Hours. Second Semester. Mr. Manser.**

GEOGRAPHY

Principles of Geography gives the student a foundation for understanding the major elements of the natural environment. It takes up such basic factors as land and water forms, climate, minerals, etc. In the analysis of how man utilizes these factors, a geographic vocabulary is built up, and map-making and other geographic techniques are learned. **Three Semester Hours. First and Second Semesters. Dr. Stout.**

Economic Geography introduces the types of activities by which men in various work regions adjust themselves to the environmental complex and the inter-regional relationships involved in the exchange of commodities. Factors which tend to defeat such adjustments also are given some attention. **Three Semester Hours. First Semester. Mr. Gilbert.**

Geography of United States and Canada analyzes these two areas in order to develop the geographic elements of their various regions and to establish their geographic relations in respect to other areas. Emphasis is placed on scientific observation, field work, and the use of topographic maps. **Three Semester Hours. First Semester. Dr. Stout.**

Geography of Latin America includes materials relating to all those parts of the Western Hemisphere which lie south of the United States. An attempt is made to show how the various groups of Latin Americans have adjusted themselves to their natural environment and how possible readjustments might be made to realize the potential wealth of this area. **Three Semester Hours. Second Semester. Dr. Stout.**

Geography of Europe interprets geographically the natural economic and political regions of Europe and related outlying areas. A study of population and work patterns and the securing of current data and the proving of its worth help the student to acquire skills useful from the standpoint of teaching in the secondary school. **Three Semester Hours. Second Semester. Dr. Stout.**

Geography of the Pacific Realm aims to acquaint the student with the natural features and human activities of the areas constituting this realm. Parts of Asia and Africa, though not strictly of the Pacific Realm, are studied in connection with this course. **Three Semester Hours. First Semester. Dr. Stout.**

Climatology and Meteorology consists of a study of the air and the different climatic regions of the earth. The use of instruments, together with daily and cumulative weather records, is made the basis for an understanding of weather predictions. **Three Semester Hours. Second Semester (Every Two Years, 1943-1944). Dr. Stout.**

Physiography presents studies of the dynamic physical forces which have shaped the earth into its present form. The construction and interpretation of map projections and topographic and geologic representations are an important part of this course. **Three Semester Hours. Second Semester (Every Two Years, 1944-1945). Dr. Stout.**

Conservation of Natural Resources includes the history of the conservation movement and the conservative utilization of such natural resources as forests, soil, mineral fuels, metallic minerals, water supply and water power, streams, recreational facilities, and human resources. **Three Semester Hours. First Semester. Dr. Stout.**

HEALTH EDUCATION

Health Education I deals with the fundamentals of anatomy and physiology in relation to the health of the individual. **One-half Semester Hour. First Semester. Mr. Marvin, Miss Morris.**

Health Education II treats of preventive medicine through the media of child health examination and contagious disease control. **One-half Semester Hour. Mr. Marvin, Miss Morris.**

Health Education III sets forth the principles and the practice of first aid. Students who fulfill the prescribed laboratory and written requirements may qualify for the official certificate of the American Red Cross **One-half Semester Hour. First Semester. Mr. Marvin.**

Health Education IV affords opportunity for practice in solving special problems raised in Health Education I, II, and III. **One-half Semester Hour. Second Semester. Mr. Marvin.**

Health Education V provides preparation for the teaching of health in the elementary school, with particular attention to the characteristics of children at various age levels and the analysis of health habits. **One-half Semester Hour. First Semester. Mr. Marvin.**

Health Education VI provides further preparation for the teaching of health, with special attention to topics and suggestions appropriate for various grades and sources of materials. **One-half Semester Hour. Second Semester. Mr. Marvin.**

HOMEMAKING

General Homemaking I is a general course in nutrition and health, which seeks to give to men and to women not following the homemaking education curriculum an appreciation of the relationship of good habits of eating to health, a desire to develop such habits, and an intelligent approach to the problems of wise food-selection and wise food money-expenditure. Nutritional needs on various age levels and the construction of adequate diets to meet these needs are stressed; and the matters of food-production, food-distribution, and food-consumption and other topics pertinent to nutrition and health, particularly as they bear on the national defense program, are considered. **Three Semester Hours. Second Semester. Miss Farrer.**

General Homemaking II is a general course in clothing which aims to give to students not following the homemaking education curriculum a general knowledge of the various phases of this study. The development of personality through better grooming and the development of a sound philosophy of buying are emphasized; and simple techniques of sewing, helpful to the individual in fulfilling his or her personal requirements, are taught through considering practical problems. **Three Semester Hours. Second Semester. Mrs. Vizay.**

LATIN

Latin I, Ovid and Virgil is designed to bridge the gap between high school and college Latin by the use of material similar to that used in the fourth year of high school Latin. Selections from Ovid's Metamorphoses and from Virgil's Eclogues and Bucolics are studied, with special emphasis on Greek and Roman mythology, poetical usages, and life in the classical world. In connection with the course, thorough drill is given in Latin forms, construction, and figures of speech. **Three Semester Hours. First Semester. Mr. Manser.**

Latin II, Livy is a study of Latin prose based on Books I, XXI, and XXII of this author. Included in a review of prose construction, together with a study of new constructions, especially those peculiar to Livy. Class discussion is centered around such topics as the historical value of legendary material and the comparison of Livy's historical method with that of other historians. **Three Semester Hours. Second Semester. Mr. Manser.**

Latin III, Cicero and Tacitus includes a study of Cicero's De-Senectute and DeAmicita and of selections chosen from Tacitus' Germania and Agricola. Both units of work should give abundant opportunity for enriching the student's experience with different types of Latin literature. **Three Semester Hours. First Semester. Mr. Manser.**

Latin IV, Horace aims to foster an appreciation of Latin lyrical poetry through a study of Horace's Odes. Topics stressed are Horace's philosophy of life, the social and political life of the Augustan Age, and the chief lyrical meters employed. **Three Semester Hours. Second Semester. Mr. Manser.**

Latin V, Plautus and Terence concerns itself with the development of Roman drama and the translation of one play by each of these dramatists. The two are contrasted not only as to point of view and literary style, but also as to the different groups for which they wrote. **Three Semester Hours. First Semester. Mr. Manser.**

Latin VI, Roman Civilization is designed to provide the prospective Latin teacher with an opportunity to review the texts which he must use and to round out the cultural background necessary for successful Latin teaching. In this connection, the student is required to organize the instructional materials acquired through his previous study of the classics. **Three Semester Hours. Second Semester. Mr. Manser.**

MATHEMATICS

College Algebra I aims to give a comprehensive review of elementary Algebra and to present such new topics as are requisite for more advanced work in mathematics. Another objective is to foster continued practice in accuracy and conciseness of mathematical expression. **Three Semester Hours. First Semester. Mr. Lloyd.**

College Algebra II is designed for students desiring to major in mathematics. It is based on the idea that fundamental concepts and techniques in mathematics cannot be mastered by mere exposure or

imitative manipulation, but require real understanding and much independent practice. **Three Semester Hours. Second Semester. Mr. Lloyd.**

College Trigonometry seeks to develop the principles underlying plane triangles and to make these significant through the solution of a wide range of practical problems. The course includes a thorough review of logarithms and a careful treatment of correlated exercises in Arithmetic, Algebra, and Geometry. **Three Semester Hours. Second Semester. Mr. Lloyd.**

Analytic Geometry explores new domains in special relationships through algebraic symbolization. Definite formulas are interpreted by means of rectilinear and polar coordinates, and technical proficiency is given constant exercise in solving problems garnered from life. **Three Semester Hours. First Semester. Mr. Lloyd.**

Calculus I develops thoroughly the theory of the basic principles underlying the processes of differentiation and integration. The topics involving maxima and minima, points of inflection, direction of motion, summation, related rates, work, and pressure are given intensive treatment. Frequent application is made through the solution of problems in geometry, mechanics, and physics. **Three Semester Hours. Second Semester. Mr. Lloyd.**

Calculus II continues the work developed in Calculus I, extending the field to treat differentiation and integration of trigonometric and logarithmic equations, including areas and volumes involving these equations. Other topics developed are the theorems of Pappus, simple harmonic motion, center of gravity, moment of inertia, and the stressing of phases involving double integration. **Three Semester Hours. First Semester. Mr. Lloyd.**

Statistics aims to acquaint the student with the common graphical methods used in statistical studies covering many fields of human activity. After mastering the mathematics involved, the student is given extended practice in fitting empirical facts to appropriate charts or graphs. **Three Semester Hours. Second Semester. Mr. Lloyd.**

History of Mathematics aims to give to the prospective teacher of the subject a larger view of the beginnings and developments of mathematical thinking. The course deals with the lives and the contributions of the great mathematicians of history and traces the development of the number concept from primitive days to the present. **Three Semester Hours. Second Semester (Every Two Years, 1943-1944). Mr. Lloyd.**

Spherical Trigonometry and Navigation deals with the principles and the interrelationships of trigonometry and navigation. It includes the solution of the right spherical triangle, the oblique spherical triangle, and various problems of navigation to which they apply. **Three Semester Hours. First Semester. Mr. Lloyd.**

MUSIC

Appreciation of Music is organized on a unit basis and is devoted to the study of various types of musical expression. Classroom discussion is supplemented by correlated library work and the use of recorded music. As each unit is developed, it is related to its artistic, political, and social background. **Two Semester Hours. Second Semester. Miss Randall.**

Music I aims to acquaint the student with materials to be used in the first four grades of the public school. The student learns to read music, to interpret songs, and to apply elementary theory. Special attention is given to the study of the child voice. **Two Semester Hours. First Semester. Miss Randall.**

Music II is a continuation of Music I, affording additional opportunities for the application of skills developed in the earlier course. Assigned observation lessons in the laboratory schools are presented by experienced teachers. Interpretative rhythms and creative music are given due consideration. **Two Semester Hours. Second Semester. Miss Randall.**

PHYSICAL EDUCATION

Physical Education I is devoted to calisthenics, military marching, and the development of techniques and skills in such games as soft ball, basket ball, volley ball, soccer, badminton, and tennis. **One-half Semester Hour. First Semester. Mr. Marvin, Miss Morris.**

Physical Education II is given over to additional calisthenics, marching, and practice in sports, with particular attention to posture and corrective exercises. **One-half Semester Hour. Second Semester. Mr. Marvin, Miss Morris.**

Physical Education III is devoted largely to swimming, with special attention to a variety of strokes, the crawl, surface diving, and life-saving techniques. **One-half Semester Hour. First Semester. Mr. Marvin, Miss Morris.**

Physical Education IV includes additional practice in swimming and a study of mass games of low organization, stunts, tumbling, and work with apparatus. **One-half Semester Hour. Second Semester. Mr. Marvin, Miss Morris.**

Physical Education V is designed to develop leadership, opportunity being afforded for students to work in small groups and each in turn to take charge of his group. **One-half Semester Hour. First Semester. Mr. Marvin, Miss Morris.**

Physical Education VI includes additional practice in leadership and a study of games, tumbling, and apparatus work adapted to boys and girls of junior and senior high school age. **One-half Semester Hour. Second Semester. Mr. Marvin, Miss Morris.**

PHYSICS

Physics I may be considered a "tool course" for every other science. Topics in mechanics, heat, and sound are studied, and their relations to physical phenomena are discussed. **Four Semester Hours. First Semester. Dr. Steele.**

Physics II covers important topics in magnetism, electricity, and light. A better understanding of one's physical environment is the main objective of the course. **Four Semester Hours. Second Semester. Dr. Steele.**

Mechanics is a study of the principles of statics and kinetics, using both the analytical and graphical methods. Force systems, center of gravity, moments of inertia, motion of particles and rigid bodies, and related principles are considered. **Three Semester Hours. Second Semester. Dr. Steele.**

Electricity and Magnetism deals with the inter-relations of the two subjects. Discussions and problems are based on modern methods of measuring current, resistance, electromotive force, and power. **Three Semester Hours. Second Semester (Every Two Years, 1943-1944). Dr. Steele.**

Heat covers the basic principles of heat phenomena. Such topics as temperature measurements, thermal expansion, heat transfer, change of state, elementary kinetic theory, and thermodynamics are included. **Three Semester Hours. Second Semester (Every Two Years, 1944-1945). Dr. Steele.**

Radio Communication includes the theory of tuned electrical circuits and the fundamental properties of vacuum tubes and vacuum tube applications. Specialized radio topics, such as radio transmitters and receivers, wave propogation, antennas, and direction-finding are considered. **Three Semester Hours. First Semester (Every Three Years, 1944-1945). Dr. Steele.**

Modern Physics presents the development of physics since 1900. It includes such topics as the kinetic theory, the electron, atomic physics, X-rays, the quantum theory, and modern applications. **Three Semester Hours. First Semester (Every Three Years, 1944-1945). Dr. Steele.**

SCIENCE (General)

Physical Science I is an introduction to the fundamental principles of Mathematical Geography, Earth History, Geology, Mineralogy, and Astronomy, with particular attention to the importance of understanding the contribution of these sciences to the world in which we live **Three Semester Hours. First Semester. Mr. Grant.**

Physical Science II is a study of some of the minerals of economic use to mankind, leading into a study of the ways in which man is mastering his material world, through an ever-increasing understanding of its nature. Physical and chemical principles are considered in this connection. **Three Semester Hours. Second Semester. Mr. Grant.**

Biological Science I is an introductory course intended to serve as a foundation for later studies in Psychology, Sociology, and Education, as well as for advanced work in the biological field. It is concerned with the facts and principles which underlie the phenomena of life, both plant and animal, and with the kinds and relationships of living organisms. **Three Semester Hours. First Semester. Mr. Beyer.**

Biological Science II is concerned largely with a study of the organ systems and physiological processes of the vertebrates, with special emphasis on man. Heredity and the development of the individual are given considerable attention; while other topics, such as geographical distribution, adaptation, and ecological relationships, are briefly considered. **Three Semester Hours. Second Semester. Mr. Beyer.**

SOCIAL STUDIES

American Government—Federal, State, and Local investigates the basic principles of American government; the Constitution of the United States and the machinery through which it is implemented; and some of the major governmental issues. **Three Semester Hours. First and Second Semesters. Mr. Davis.**

History of Civilization is an intensive study of man's constructive achievement and development in ways of thinking, governing, and living, or in the intellectual, emotional, and mechanical phases

of life. Included are a survey of valuable contributions of ancient and medieval cultures, a consideration of the rise and growth of nationalism, a study of the effects of revivals and reforms, and an appraisal of the significance of expansion and inventions. **Four Semester Hours. First and Second Semesters. Dr. Gwinn.**

Principles of Sociology aims to supply the student with a systematized background. It endeavors to develop independent thinking on matters relating to social groups and to inculcate the habit of interpreting life situations from the sociological viewpoint. **Three Semester Hours. (Music: Two Semester Hours.) Dr. Webster.**

Ethics emphasizes the origin, growth, and development of standards of conduct which have helped man to solve the problems of moral relationships. Particular stress is placed on idealistic conceptions which have been instrumental in establishing right attitudes and right habits. **Three Semester Hours. (Elective: Two Semester Hours.) Second Semester. Dr. Gwinn.**

Principles of Economics deals with the basic factors involved in the business of making a living. The relations between business and labor and the relations of government to both are among the topics considered. **Three Semester Hours. First and Second Semesters. Dr. Webster.**

History of the United States, Including Pennsylvania, before 1865 aims to acquaint the student with discovery and settlement; colonial development; revolution; government organization; territorial expansion; economic, industrial, political, and cultural development; foreign relations; and slavery, up to and including the Civil War. **Three Semester Hours. First Semester. Dr. Webster.**

History of the United States, Including Pennsylvania, since 1865 emphasizes the use of historical facts in their relation to current social, political, and industrial problems. The student is encouraged to develop analytical capacities, through the study of historic and current problems. Emphasis is placed on the use of the library in solving these problems. **Three Semester Hours. Second Semester. Dr. Webster.**

Social and Industrial History of the United States aims to trace the development of social and economic institutions in this country. An attempt is made to discover the more important factors giving direction and momentum to the evolution of these institutions. Library materials, both source and secondary, are among the more important "tools" used in the course. **Three Semester Hours. Second Semester. Mr. Gilbert.**

History of Pennsylvania traces the development of the commonwealth from colonial times to the present, including the social, economic, political, and religious aspects of this progress. Surveys of the abundant natural resources of the state and of its numerous historic shrines of national significance are made in order to demonstrate that Pennsylvania richly deserves the name "Keystone State." **Three Semester Hours. (Elementary: Two Semester Hours.) Dr. Gwinn.**

Modern European History covers the period from the Congress of Vienna to the present time. It establishes a basis for the evaluation of contemporary events and seeks to instill the belief that perspective alone enables the student thoroughly to interpret the present. It also endeavors to familiarize the prospective teacher with international affairs. **Three Semester Hours. Second Semester. Mr. Davis.**

Early European History aims to clarify the continuity of history and to point out the kinds of change which constitute progress. It also seeks to develop historical appreciation of the contributions of the past to the civilization of the present. **Three Semester Hours. First Semester. Mr. Davis.**

Latin American History covers the history of South America from the time of its discovery to the close of the wars of independence. A study of the economic, political, and social systems used by the European nations to colonize and exploit the country affords the student a better opportunity to understand the characteristics of our Southern neighbors. **Three Semester Hours. Second Semester. Mr. Davis.**

Comparative Government examines some of the theories which have been advanced concerning the origins of governmental authority. Then, modern governments are classified, and their methods of solving national problems are compared. **Three Semester Hours. Second Semester (Every Two Years, 1943-1944). Mr. Gilbert.**

History of England traces the development of the people and institutions of England from the Anglo-Saxon conquest to the present time. Consideration is given to the advantages of climate and topography and of racial characteristics which have enabled England to become the head of a vast empire. **Three Semester Hours. First Semester. Mr. Gilbert.**

Introduction to Philosophy develops the basic principles of contemporary public education against a background of historical facts; biological, psychological, and social theory; and the major schools of philosophy. The mastery of the art of effective group living is set as the purpose of all education. Various aspects of public and private education are dealt with, contemporary school philosophies are evaluated by seeking an effective combination of theory and practice. The course advocates preparation for democracy by the practice of democracy in schools under the wise guidance of socially-minded teachers. **Three Semester Hours. First Semester. Dr. Doughton.**

SPANISH

Elementary Spanish I aims to provide a basic knowledge of pronunciation, vocabulary, and grammar. It emphasizes the acquisition of the tools of reading, speaking, and writing by means of oral and written exercises. **Three Semester Hours. First Semester. Mr. Manser.**

Elementary Spanish II seeks to develop further the knowledge of vocabulary and grammar. It encourages the development of skill in speaking and writing through the use of material dealing with Spanish life and customs. **Three Semester Hours. Second Semester. Mr. Manser.**

Intermediate Spanish I aims to afford a thorough review of the rules of pronunciation and syntax through the intensive reading of literary works of contemporary Spanish and South American writers. **Three Semester Hours. First Semester. Mr. Manser.**

Intermediate Spanish II seeks to provide an acquaintance with the literary movements and productions of Spain and South America during the nineteenth century. It continues the development of skill in vocabulary and grammar by means of oral and written exercises. **Three Semester Hours. Second Semester. Mr. Manser.**

Introduction to Spanish Literature aims to trace the origin and development of the language and literature of Spain from the time of the Roman Conquest, emphasizing the literary productions of the Golden Age. It furthers the development of skill in oral and written composition. **Three Semester Hours. First Semester. Mr. Manser.**

Spanish Conversation seeks to develop ability in understanding and speaking everyday Spanish. It includes various types of oral and written exercises based on materials employing modern, utilitarian vocabulary taken from the worlds of current events and business. **Three Semester Hours. Second Semester. Mr. Manser.**

HOMEMAKING EDUCATION

(Required and elective courses available only to students following the Homemaking Education Curriculum)

ART

Principles of Design I is a foundation course, establishing elements and principles underlying all art. Historic and contemporary designs in their relation to personal, home, community, and world needs are studied. Experience is given in using design elements and principles, lettering, and color, to develop the thought "Fine art is fine arrangement." **Three Semester Hours. First Semester. Miss Murphey.**

Principles of Design II is the study of historic aspects of the arts of various countries—architecture and craft ornamentation. Experience is given in the selection of art products for school and home. Design is applied to basketry, block printing, tie and dyeing, and weaving. Special attention is paid to the arts and crafts of Pennsylvania. **Two Semester Hours. Second Semester. Miss Murphey.**

Applied Design I (Costume) treats of costuming from its earliest beginnings to the present day, together with the application of ancient principles of costume to modern dress. The human figure, irregularities of form, and methods of concealing such irregularities are studied. The principles of design and color involved are applied directly to the individual student and her personal clothing problem. **Two Semester Hours. Second Semester. Miss Ericksen.**

Applied Design II (Household) relates the principles of design to the interior and exterior decorating problems of the home. Emphasis is placed on the ability to select house plans and home furnishings. The principles are applied to batiking; hooking rugs; stenciling; and leather, metal, and parchment work. **Three Semester Hours. First Semester. Miss Ericksen.**

CLOTHING

(Students provide their own materials subject to the approval of the instructor.)

Clothing I includes the study and application of principles of clothing selection and construction. It aims to create a consciousness of the value of being well groomed. Techniques in construction processes are developed through practice in the making of actual garments for each student. The difficulty of the project undertaken

is determined by the progress in ability of the individual student. **Three Semester Hours. First Semester. Mrs. Vizay.**

Clothing II aims to develop further the techniques and abilities in clothing construction. Direct application of the principles of individual pattern-making are applied in the construction of one or more garments. A study of types of commercial patterns with an interpretation of each forms an integral part of the course. **Two Semester Hours. First Semester. Miss Ericksen.**

Clothing III is designed to give additional practice in the development of abilities and techniques in construction of clothing. A study of the processes involved in draping clothing with a practical problem of draping in material difficult to handle is a project in this course. Tailoring as it is applied in a suit and coat is also a practical study made during the semester. **Two Semester Hours. Second Semester. Mrs. Vizay.**

Consumer Education aims to give the individual a sound fundamental understanding of her situation as a consumer buyer. A knowledge of the problems in buying and the difficulties encountered in solving them is aided through actual buying processes and research on specific commodities. **Three Semester Hours. Second Semester. Miss Ericksen.**

Textiles has as its purpose to give practical knowledge in the fundamentals of clothing selection and household furnishings. The study includes identification, analysis, choice, use, and care of fabrics from the raw materials to the finished products. The consumer's viewpoint is emphasized throughout the course. Each student is given the privilege of presenting practical subject matter as part of her professional training as a basis for textile teaching and for developing techniques in presenting practical laboratory materials. **Two Semester Hours. First Semester. Mrs. Vizay.**

FOODS

Foods I is a fundamental course in the study and application of scientific principles of meal-planning and food-selection, preparation, and serving. The laboratory work provides an opportunity for the development of good habits of work; the gaining of experience in the best practices relative to food-preparation and serving; and the knowledge and appreciation of high standard products. A unit in Marketing helps to develop an appreciation of food-marketing and

consumer problems. **Three Semester Hours. Second Semester. Miss Buckingham.**

Foods II aims to educate students in wise food-selection and menu-planning. The study and the preparation of foods for family dinners are stressed. The same general plan for laboratory work is followed as in Foods I. A unit in Food-preservation is included. Approved methods and equipment are used. **Three Semester Hours. First Semester. Miss Buckingham.**

School Lunch Management meets the need for providing well-balanced, health-sustaining meals to pupils. In this course students have an opportunity to manage and carry out the preparation and serving of noon lunch. Maximum nutrition at minimum cost is the keynote of school lunch-planning. **Three Semester Hours. First and Second Semesters. Miss Farrer.**

Nutrition approaches the study of nutrition from the viewpoint of positive health, and fundamental principles showing the relationships of food and health are stressed. Study is made of the quantitative and qualitative needs of individuals, dietary contributions of foods, and relative costs. From these studies adequate dietaries are planned for individuals and families on varying income levels. The feedings of infants, pre-school children, and in-school children are studied. The recognition of signs of good nutrition and the improvement of dietary habits are encouraged. **Three Semester Hours. First Semester. Miss Farrer.**

HOME MANAGEMENT

Home Management I (Equipment) treats of the principles involved in the most efficient use of ability, time, energy, and materials in performing household activities, including order of work, time studies, and comparison of procedures. It includes a study of storage problems and all the processes employed in the care of the house, such as cleaning, laundering, and meal service, as well as the equipment used in these processes. The physics principles underlying fuel-selection, heating, ventilating, lighting, water supply, sewage-disposal, and refrigeration also are emphasized in this course. **Four Semester Hours. Second Semester. Miss Buckingham.**

Home Management II (Economics) deals with personal and family financial problems and the underlying economic principles which affect them. It includes a study of incomes, simple accounts, the making of plans for the most satisfactory distribution of the insome, real estate problems, banking problems, saving and investments, advertising, propaganda, purchasing methods, and legal contracts of the family. **Three Semester Hours. Second Semester. Miss Mattson.**

Home Management III (Living Unit) consists of several week's stay in a living unit with a resident instructor. Here, all the activities of a normal family in its own home are performed by the students, who rotate in the capacities of hostess, waitress, cook, laundress, housekeeper, and house guest, each student having an opportunity to act in each capacity for a certain length of time. In this course, students are expected to put into actual practice the principles learned in all homemaking courses. **Three Semester Hours. First and Second Semesters. Miss Mattson.**

Family Health aims to give a more intelligent understanding of the part the home plays in the maintenance of positive personal health. Work is given in emergency and first aid treatments and in the handling of minor illnesses in the home. Nearby hospitals are visited for observation purposes. **Two Semester Hours. First Semester. Miss Buckingham.**

Child Development and Nursery School Child treats of the mental and physical development of the child from the pre-natal stage until he is of school age and offers students the opportunity to observe the nursery school age child in an environment planned with his best mental and physical development in mind. Units include the care of the mother and of the baby when he arrives, the care of the baby up to the age of one year, the mental development of the child as shown by his powers of attention and manipulation on various levels, and contact with a group of pre-school children of varying personality and behavior. **Four Semester Hours. First Semester. Miss Mattson.**

Homemaking Education I deals with problems of the entering student in relation to personal adjustment to college and to the Homemaking Education curriculum. It includes a brief survey of the place of Homemaking in the school program and in the life of the young woman as an individual. **One Semester Hour. First Semester. Mrs. Morales.**

Homemaking Education II stresses the classroom techniques which contribute to the successful planning of units of work and specific daily lessons. The content includes methods of teaching, to-

gether with recent developments for testing the results of instruction. **Three Semester Hours. First Semester. Mrs. Morales.**

Homemaking Education III is based on a study of the development of vocational legislation, the requirements of the state plan for vocational education, the construction of courses of study for secondary schools, and, finally, the development of a sound philosophy of Homemaking for successful teaching. **Two Semester Hours. First Semester. Mrs. Palmer.**

Family Relationships, for which Sociology is a prerequisite, is among the most interesting studies of the entire course. Here, each student has an opportunity to study home situations and to discuss personal problems. While certain background information in connection with the history of the family is studied, the principal emphasis is placed on the lives of children in the intimate environment of the home. **Two Semester Hours. Second Semester. Mrs. Morales.**

Student Teaching gives the student an opportunity for teaching and observing in classes representing all phases of Homemaking. At least six weeks is completed in a vocational school of the state under the direction of a local supervisor and the guidance of the service area adviser from the Homemaking Education Department of the College. **Three to Five Semester Hours. First and Second Semesters. Miss Hancock, Mrs. Palmer.**

SCIENCE

Biology I (Physiology) stresses some of the fundamentals of physiology, such as the conservation of energy and its convertibility from one form to another; the recognition of food as a biological fuel; and the biological principles controlling the activities and functions of the human body. The processes by which food is supplied to and used by the body are especially emphasized. **Three Semester Hours. First Semester. Miss Leberman.**

Biology II (Bacteriology) is designed to give a general knowledge of the activities of bacteria, yeasts, and molds. Special attention is given to micro-organisms in relation to problems of food preparation and preservation; problems of personal, home, and public sanitation; and problems of immunity. **Three Semester Hours. Second Semester. Miss Leberman.**

Chemistry II (Organic, its Applications) serves as a foundation course in foods and nutrition. A comparatively brief survey is made of organic chemistry with its hydrocarbons, aldehydes, ketones, ethers, amines, acids, and alcohols. Emphasis is placed on the physiological phase, since it includes the subject of carbohydrates, fats, proteins, minerals, vitamins, digestion, metabolism, and internal secretions, all of which are of vital importance in nutrition. **Four Semester Hours. First Semester. Miss Leberman.**

MUSIC EDUCATION

(Required and elective courses available only to students following the Music Education Curriculum.)

PRACTICE

Methods and Materials I is based on the musical needs of the kindergarten and the primary grades. Included is the study and care of the child voice, the treatment of non-singers, and the presentation of rote songs. The value of rhythmic work and appreciation is stressed through records and other instructional aids. Sight reading is stressed in the second and third grades. The students are given opportunity to study texts of various current methods. **Three Semester Hours. Second Semester. Mrs. Ashenfelter.**

Methods and Materials II continues the study of the child voice and its use in rot inging and sight reading in the elementary grades. Two-part sight reading is stressed, with three-part work as the final objective. Creative work and appreciation are emphasized. The students become acquainted with the materials of several current methods and their principles. Rural work also is considered. **Three Semester Hours. First Semester. Mr. Ashenfelter.**

Methods and Materials III takes up the problem of the junior and senior high school music. Included is a study of the adolescent voice and voice classification. Such matters as the content of general music courses; the organization of orchestras, bands, and choruses; instrumental and vocal classes, general and special; standardized tests; and professional relationships are studied. **Three Semester Hours. Second Semester. Mr. Francis and Miss Randall.**

Student Teaching and Conferences I further introduces the student teacher to the problems of vocal and instrumental music in the junior and senior high schools. Each is afforded opportunity to participate in the organization and direction of junior and senior high school orchestras, bands, choruses, and glee clubs. **Six Semester Hours. Second Semester. Mrs. Ashenfelter, Mr. Francis, Mr. Warren.**

Practicum, including private study and participation in musical groups, provides the basic training which should give the student a performing and a teaching knowledge of voice and instruments and the ability to direct choral and instrumental groups on graduation. In this connection four years of chorus and at least two years of both band and orchestra are required, while the other work is ar-

ranged in accordance with individual needs and preferences. The offerings are as follows:

Applied Music Study in voice, piano, organ, violin, and all orchestral and band instruments affords opportunities to perfect one's performing and teaching technique. Voice and piano are required each semester; while orchestral and band instruments are arranged from one semester to another, so that each student may have a knowledge of all instruments on completion of the music education curriculum.

The Symphonic Band (See Page 69)
The Symphony Orchestra (See Page 69)
The College Chorus (See Page 69)
The College Choir (See Page 69)
The Madrigal Singers (See Page 69)

Two to Three Semester Hours. First and Second Semesters. Voice, Miss Atwater, Miss Perkins; Piano, Miss Atwater, Mr. Gilfillan, Miss Perkins; Organ, Miss Brooks; String Instruments, Mr. Mandelkern; Wind Instruments, Mr. Francis, Mr. Warren; The Symphonic Band, Mr. Francis; The Symphony Orchestra, Mr. Mandelkern; The College Chorus, Mr. Gilfillan; The College Choir, Miss Randall; The Madrigal Singers, Miss Brooks.

THEORY

Harmony I aims to give the student a thorough understanding of the structure of intervals, scales, triads, the dominant seventh and ninth chords, and the use of key-signatures. It seeks to develop, through analysis, experimentation at the key-board, and composition and harmonization of melodies, a feeling for key and mode; an understanding of the function of the primary harmonies, inversions, and non-chordial tones in their relationship to phrase and cadence; and a knowledge of the lements of form. **Three Semester Hours. First Semester. Miss Brooks.**

Harmony II includes a study of the secondary harmonies, both triads and seventh chords, and simple alterations. It seeks to develop further the technique of the student in the composition and harmonization of melodies, with and without words, in both chorale and piano style. **Three Semester Hours. Second Semester. Miss Brooks.**

Harmony III includes the study of modulation, chromatic alterations, and the structure and effect of various types of seventh chords. These studies are carried on through analysis, keyboard

assignments, harmonization of melodies, and the composition of original illustrations. **Two Semester Hours. Second Semester. Miss Brooks.**

Harmony IV has as its purpose the application to the keyboard of the harmonic principles and vocabulary acquired in Harmony I and II. Its procedure includes harmonization of melodies at the keyboard, improvisation of accompaniments and small piano pieces, playing at dictation, and transposition. Assignments vary according to the pianistic ability of the individual student. **Two Semester Hours. First Semester. Miss Brooks.**

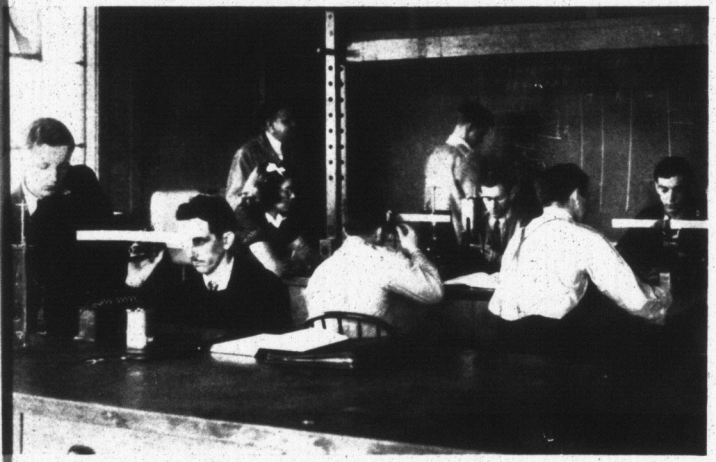
Harmony V consists of a study of musical form as illustrated in the works of the Classic and Romantic schools. Emphasis is placed on the relationship of pattern and structure in music to the artistic principles of unity and variety, and on the relationship of key to musical form. Included are the study and analysis of the homophonic forms through the song forms, the rondo, sonatina, and sonata allegro forms, and a review of harmonic analysis. **Two Semester Hours. First Semester. Miss Brooks.**

Harmony VI offers an opportunity for musical composition in the smaller forms. It aims to develop in each student a feeling for musical form and a technique for writing and arranging music for voices, piano, or small groups of instruments. It also includes a review of the harmonic materials and the principles of form studied in preceding courses. **Two Semester Hours. Second Semester. Miss Brooks.**

Ear Training I concentrates on the aural study of the melodic and rhythmic problems studied in Harmony I and Solfeggio I. Students are led to recognize aurally, reproduce orally and at the keyboard, and represent in musical notation melodies in either major or minor mode. Emphasis is placed on phrase-wise thinking. The bass and treble clefs are employed in writing. **Two Semester Hours. First Semester. Mr. Gilfillan.**

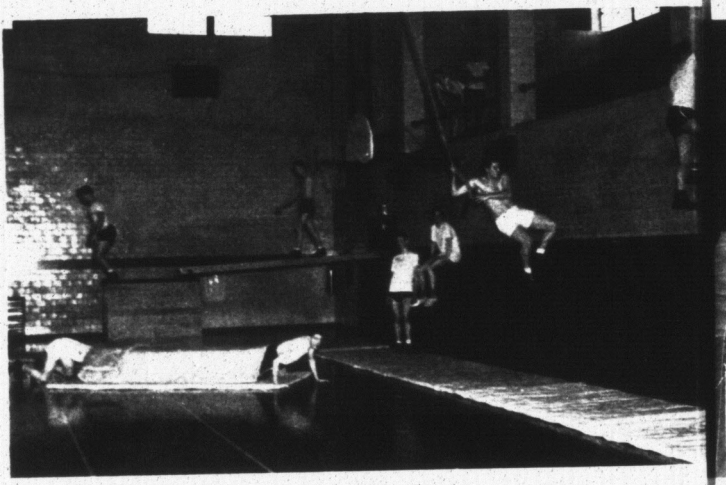
Ear Training II is a continuation of Ear Training I and parallels the problems studied in Harmony II and Solfeggio II. Two-voiced dictation is added. **Two Semester Hours. Second Semester. Mr. Gilfillan.**

Ear Training III aims to develop facility in the aural recognition of the qualities and functions of diatonic harmonies and simple alterations. The aural effect of inversions is stressed. The tonal and rhythmic problems of Ear Training I and II are reviewed in longer and more difficult melodies played and written from dictation. **Two Semester Hours. First Semester. Mr. Gilfillan.**

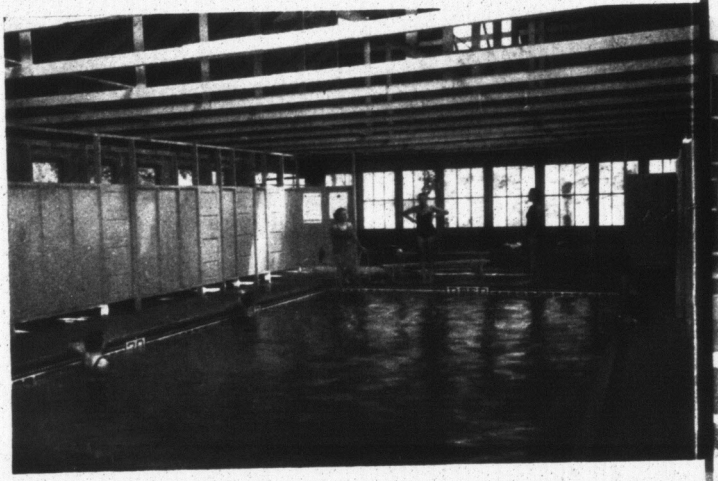


A class in physics helps to answer the vital need for training in science demanded by a world at war.

A class in chemistry also helps to provide the scientific training required today and hasten victory.

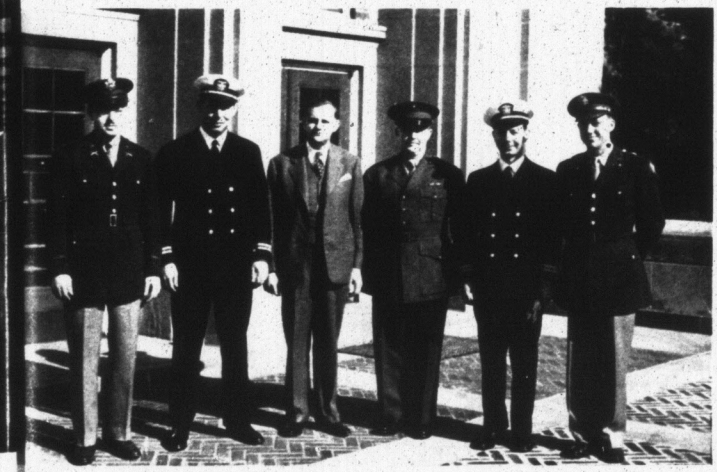


● Commando tactics build the physical strength and stamina basic to all wartim success.

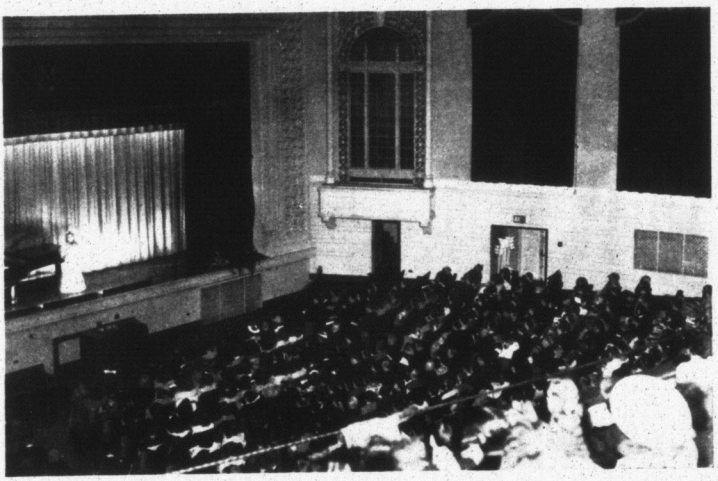


● The swimming pool and water activities likewise promote physical prowess a and make for self-reliance in an emergency.

The study of first aid, so necessary in wartime, is also valuable in peacetime, which assuredly will follow.



All branches of the armed forces lend approval and encouragement to Mansfield's wartime program.



● Appearances of world-famous artists thrill not only the personnel of the College, but also patrons from the surrounding territory.

● Social dancing provides a wealth of physical, recreational, and social benefits in joyous blend.

Solfeggio I aims to develop facility in singing at sight and the ability to sing with good intonation. It includes diatonic skips and scale-wise progressions; minor mode; chromatic tones; two-, three-, and four-quarter measure; two tones to the beat and the dotted beat note. Emphasis is placed on phrase-wise thinking and on the elements of form. **Two Semester Hours. First Semester. Miss Ranall.**

Solfeggio II aims to increase the sensitivity of the student to correct intonation and to develop his ability to sing a second part. It includes two- and three-part singing; six-eighth, nine-eighth, two-half, and three-half measure; three and four tones to the beat with their various combinations; the melodic minor scale. **Two Semester Hours. Second Semester. Miss Randall.**

Solfeggio III aims to develop greater facility in the tonal and rhythmic problems already presented and additional mastery of the problems of part-singing. The new rhythmic problem is that of two and four tones against three with their various combinations. **Two Semester Hours. First Semester. Miss Randall.**

Eurythmics I provides experience with the fundamentals of musical rhythm and their bases in bodily movement. It is designed to develop posture, relaxation, and balance, as well as to enrich individual expression in music through attention to rhythm, nuance, and the bodily interpretation of musical structure. **One Semester Hour. First Semester. Mr. Gilfillan.**

Eurythmics II is a continuation of Eurythmics I, demanding the development of greater skill in muscular response to musical rhythm. Special emphasis is placed on individual and creative expression. **One Semester Hour. Second Semester. Mr. Gilfillan.**

History and Appreciation of Music I is a study of the evolution of forms and styles of musical composition, notation, instruments, and performance from primitive times through the eighteenth century. It attempts to show the relationship of styles and practices in music to social conditions and to the other arts, and the relationship of the composer to the period in which he works. **Three Semester Hours. First Semester. Miss Brooks.**

History and Appreciation of Music II continues the study of the various phases of music from the latter half of the eighteenth century to the present. It attempts to develop further a sensitivity to style as illustrated in the music of various periods. **Three Semester Hours. Second Semester. Miss Brooks.**

Elements of Conducting instructs the student in the technique of the baton, including left-hand expressiveness. Problems of meter and interpretation are dealt with in many musical examples, with an aim toward developing the power to adapt oneself to any conducting situation. **Two Semester Hours. Second Semester. Mr. Gilfillan.**

Advanced Choral Conducting aids the student to improve his choral conducting technique as applied to the more subtle problems of interpretation. Study is also made of means for the improvement of blend, balance, and intonation in choral groups; suitable material for school choruses and glee clubs; and program-building. **Three Semester Hours. First Semester. Mr. Gilfillan.**

Advanced Instrumental Conducting helps the student to refine his instrumental conducting technique, as applied to the problems of rehearsing and conducting full symphonic groups, ensembles, and individual sections of instruments. Instrumentation and scoring, program-arranging, library technique, and means for band and orchestra betterment are discussed in weekly seminars. **Three Semester Hours. Second Semester. Mr. Mandelkern.**

THE EXTRA-CLASS PROGRAM

PURPOSE AND PLAN

The extra-class program of Mansfield State Teachers College is intended to afford opportunities for young men and women to express their personal interests, talents, and abilities and to secure socially-constructive training and experience. It is planned and pursued in accordance with principles of everyday work and play.

STUDENT GOVERNMENT

The Student Government Association is composed of all students of the College. The Student Council, administrative agency of the Association, composed of representatives of all classes and groups, directs the extra-class program.

SOCIAL ACTIVITIES

Social activities, including dances, card and game parties, receptions, teas, etc., formal and informal, furnish wholesome recreation and entertainment and provide valuable opportunities for the student to adjust himself to cooperative living and to acquire social poise and grace.

ATHLETIC ACTIVITIES

Intercollegiate Athletics are maintained on the bases of nonprofessionalism and good sportsmanship and conducted in accordance with the strict rules and regulations of the Conference of Pennsylvania State Teachers Colleges. Schedules are so arranged that approximately half of the games are played at home, affording the College group adequate opportunity to see the varsities in action. Every man is free to try out for a team and is entitled to receive instruction in the fundamentals of the game.

Intramural Athletics for both men and women afford exery student the opportunity to engage in a selected sport. Among the most popular are basketball, baseball, swimming, bowling, tennis, badminton, and hockey.

ORGANIZATIONS

Honorary Organizations

Kappa Delta Pi is a national Education honor society which attempts to set up worthy scholastic and professional ideals and to recognize outstanding service in the field of teaching. Juniors and seniors having six semester hours of Education and ranking in the upper quartile of their class are eligible for membership.

Lambda Mu is a local Music sorority, the membership of which, made up of women from the second-semester sophomore, junior, and senior classes, is based on musical attainment, general scholarship, and integrity of character. The organization stresses individual and group musical performance through programs at its monthly meetings and an annual public musicale.

Phi Mu Alpha Sinfonia is a national Music fraternity for men of superior musical ability and scholastic, professional, and social standing. The organization is dedicated to the interests of "the manly musician and the musicianly man" and endeavors to draw such persons into its fellowship.

Phi Sigma Pi is a national Education fraternity for men in teacher-preparation institutions. Its ideals are character, knowledge, and fellowship. Its personnel is limited to men of superior scholastic, professional, and social standing, who have spent at least one year at the College.

Pi Kappa Epsilon is a local Homemaking sorority organized in the spring of 1940. It serves as a stimulus for professional, cultural, and inspirational participation in activities on the campus. The society has been organized in line with the requirements of the national Homemaking sororities, with the anticipation of applying for recognition in the near future. A special research project is carried on by the society each year.

Sigma Zeta is a national Science honor society, restricted to upperclassmen. It seeks to recognize ability and accomplishment in the various branches of science. Meetings, field trips, and special projects make active membership in the organization pleasurable and worthwhile.

Musical Organizations

The Symphonic Band acquaints the student with band literature, practical experience in rehearsal procedure, and standards for attainment in the field of instrumental music. It familiarizes the student also with concert and broadcasting procedures and serves as a training laboratory for conducting out-of-town engagements and tours.

The Symphony Orchestra furnishes an opportunity for the student to increase his appreciation and understanding of the literature of the orchestra and to heighten his knowledge of orchestral technique, routine, and program-building. For the College community as a whole it offers a distinct cultural enrichment.

The College Chorus has for its purpose the interpretative study of a variety of fine choral music and a practical demonstration of methods and procedures for the attainment of superior choral singing. General College membership is encouraged, and public appearances are regularly scheduled.

The College Choir exists for the purpose of studying choral music which supplements the material used in other College organizations. Membership is open to anyone in the College who can meet the requirements and is determined by individual auditions.

The Madrigal Singers are a group of eight students who study madrigals and carols, folk songs, and modern works in madrigal style. The group performs at College assemblies and social functions and accepts a limited number of engagements with schools and clubs in the community and in the vicinity.

The Academic Chorus is an organization open to all Elementary, Secondary, and Homemaking students who can meet the minimum vocal requirements.

The Esquires, a skilled ten-piece dance band, play an important part in the social and theatrical activities on the campus.

Religious Organizations

The Y. M. C. A., which all men are invited to join, seeks to develop the individual spiritually, morally, and socially. Inspiring programs of music and pertinent discussions are conducted weekly.

The Y. W. C. A., which welcomes all women students to membership, operates for their spiritual, moral, and social welfare. The weekly meetings are planned to encourage timely thinking.

Special-interest Organizations

The Art Club is an honor society for persons who attain the grade of A in one semester of Art. An affiliate of the Eastern Arts Association, it promotes an appreciation of the fine arts through the examination and creation of artistic things and sends delegates to the annual conference. Of particular interest and value are work meetings, which influence the development of individual talent.

The Association for Childhood Education is a branch of the state and national organizations devoted to this subject. It unites in active cooperation the students and the faculty of the Elementary Education Department.

The College Players present two three-act plays each year. Semi-annually the organization selects new members through try-outs.

The French Club affords opportunities for students to hear and to use the French language and to develop a knowledge of Gallic literature, art, music, and customs. Two years of high school French or their equivalent are required for membership.

The M Club is made up of men who have earned a varsity letter in one or more of the intercollegiate sports. Its purposes are to encourage wholesome living and good sportsmanship and to stimulate interest in athletics.

The Music Educators' Club is composed of all students in the Music Education Department. The organization meets monthly and serves as a forum where topics of common interest are presented and discussed.

Omicron Gamma Pi is a local sorority for all women enrolled in the Homemaking Education Department. A member of the American Home Economics Association, the organization keeps in close touch with national activities in its field.

The Women's Athletic Association seeks to promote good health, a greater interest in physical activity, and an appreciation of the values which lie in games and sports.

PUBLICATIONS

The Cadence is a magazine published annually by the students in the Music Education Department, which has been widely recognized and acclaimed. Featured in the Cadence are articles of lasting interest by authorities in the field of public school music. The magazine is used as part of the Music Education placement service.

The Carontawan, the yearbook of the College, takes its name from the Indian expression for "the little town on the hill." It is published by a board representative of all classes and departments and is dedicated to student life. Twenty-five editions of the Carontawan have been published to date, and several have been rated superior by the National Scholastic Press Association. Each member of the Mansfield Cooperative Government Association receives the Carontawan.

The Flashlight, the College newspaper, is published regularly by a board selected from all classes and departments. The Flashlight touches student life at more points perhaps than does any other campus publication. Each member of the Mansfield Cooperative Government Association receives the Flashlight.

The Password, the student handbook, is a compilation of information about the College and its life, published annually by the Student Council and dedicated primarily to the freshmen.

ASSEMBLIES

Assemblies for the entire student body, the faculty, and others are held every Tuesday at 10:00 a. m. Their primary purpose is to supplement the work of the classroom by affording opportunities for developing sound appreciation of the various fields of learning and the arts and for participation. Regular attendance makes for better scholarship and more successful living.

ARTISTS COURSES

Two excellent artists courses are conducted by the College—the Assembly course, designed to vary the student-participating activities of the assembly period, and the Auditorium course, intended to provide aesthetic and cultural experiences on a high level. At all times the College attempts to secure the finest lectures, musicians, dancers, and actors obtainable; and during the past several seasons has been fortunate in scheduling such attractions as Dr. Henry Seidel Canby, Dr. William H. Kilpatrick, the United States Navy and Marine bands, the Don Cossack Chorus, Ted Shawn, Martha Graham, and the Hedgerow Theatre. Admission to these programs is covered by the Student Activities Fee.

SOUND-MOTION PICTURES

Not only are the finest sound-motion pictures in the fields of entertainment and education presented on the College screen as part of the Auditorium program, but also newsreels and travelogues are scheduled regularly as an adjunct to the Assembly program. They are proving immensely valuable in enrichment of the social and academic life. Admission to these programs is covered by the Student Activities Fee.

COLLEGE COMMUNITY VESPER SERVICES

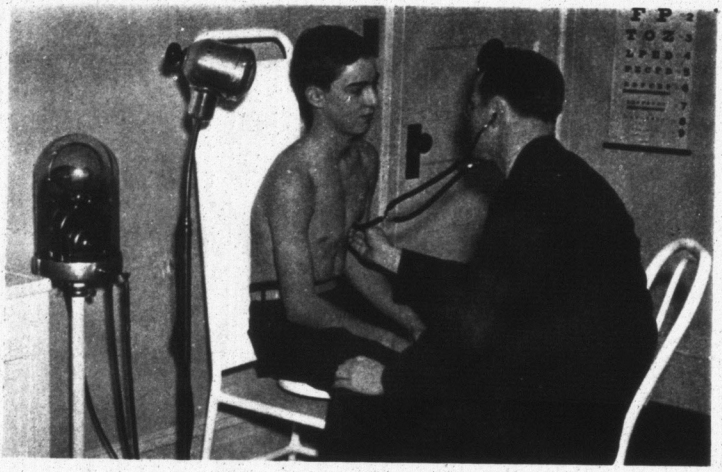
Vesper services arranged by the College in cooperation with the local churches are conducted on the second Sunday of every month. The programs are made up of addresses by well-known clergymen and laymen, representative of all faiths; non-sectarian devotional exercises; and special music.

RADIO BROADCASTING

Radio broadcasting receives particular attention at Mansfield. Originating in Straughn Hall and in the Mark Twain Hotel in Elmira, N. Y., and reaching listeners through the facilities of MBS station WENY (1230 kilocycles), the College programs feature the symphonic band, the symphony orchestra, and other student organizations of merit.

• Personal guidance help students to make happy adjustments to life, both as individuals and in association with others.

• Academic guidance, facilitated by the Psycho-educational Clinic, assists students to solve special problems of learning.



● Physical guidance aids students to overcome handicaps and to develop fitness and endurance.

● Professional guidance, supplied by the placement bureau, helps students to market their abilities and to heighten their accomplishments.

SPECIAL SERVICES AND FACILITIES

GUIDANCE PROGRAM

A strong program of guidance is conducted at Mansfield, whereby each student is aided and abetted in all phases of his development—personal, academic, physical, and vocational—from the time when he applies for admission to the time when he is graduated and launched successfully in his profession.

By the provisions of this program, a student is admitted to Mansfield only after the administration is satisfied that he possesses qualifications for success in college and in educational work. This opinion is formed through careful examination of his personal, scholastic, and health records and a series of interviews with the candidate. Also utilized are tests in general intelligence, command of English, and culture. Additional follow-up tests in English, culture, and contemporary affairs are given at the end of the sophomore year.

On admission the student is afforded an orientation course, in which he is instructed by the President of the College, the deans, the librarian, and others and is taught the traditions of the College, the principles of adaptation to college life, the procedures peculiar to each curriculum, methods of study, use of the library, and social conventions and customs.

Then the student is given four types of counseling: personal, for emotional, social, and spiritual development; academic, for intellectual growth; health, for physical welfare and betterment; vocational, for placement and adaptation to service. These are implemented through three clinics: a personal clinic, for improving personality; an educational clinic, for resolving educational disabilities and social conflicts; a health clinic, for frequent physical examinations and remedial measures. Finally the student is provided with a personal adviser from the faculty, who serves as a confidant and champion throughout his college career.

HEALTH SERVICE

Complete facilities for promoting the health of students and preventing disease as well as dealing with injury and illness are provided at Mansfield through a modern, well-equipped infirmary, staffed with a physician and a nurse. Regularly the services of the physician and the nurse are rendered without charge.

PSYCHO-EDUCATIONAL CLINIC

Full facilities for meeting the needs of students who are experiencing difficulties in adjusting in educational and social situations are supplied at the College through a psycho-educational clinic, the first in northern Pennsylvania, which is equipped to study the whole individual as he reacts to his environment, to diagnose his problems, and to approach their solution through the application of modern principles of educational hygiene. The services of the center are extended to the educational institutions and the child welfare agencies of the College service area.

PLACEMENT SERVICE

An exceptionally high record of success in facilitating the placement of graduates and their orientation to service is held by the teacher-placement bureau at Mansfield, which at all times is ready to assist graduates in finding positions and to help school officials in securing the teacher best-qualified to serve their needs.

CAMPUS BOOK AND SUPPLY STORE

A book and supply store is operated on the campus by the Mansfield Cooperative Government Association. The store sells all educational texts and supplies needed by students, and any profit accrues to the Association for the furtherance of the extra-class program.

COLLEGE BUS

A motor bus capable of carrying twenty-five passengers is owned by the Mansfield Cooperative Government Association. It is used for the transportation of student organizations and groups on trips and tours of various sorts.

FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

A. FEES.

I. Student Activities Fee.

A student activities fee determined by each institution will be collected from all regularly-enrolled students and will be administered through a cooperative organization under regulations approved by the board of trustees. This fee covers the cost of student activities—athletics, entertainments, publications, etc. Students taking fewer than eight semester hours or students taking extension courses may secure the benefits of the activities program by paying this fee. The student activities fee as determined and collected by the Mansfield Cooperative Goverment Association is $12.00 per semester.

II. Contingent Fee.

A contingent fee will be collected from regularly-enrolled students as follows:

	Semester	Year
Elementary Curriculum	$45.00	$ 90.00
Secondary Curriculum	45.00	90.00
Homemaking Curriculum	72.00	144.00
Music Curriculum	90.00	180.00

This fee covers the costs of registration; the keeping of student records; and library, laboratory, and student health services. In addition to the aforementioned amounts, the average student will require for books, gymnasium attire, and miscellaneous expenses at least $40.00 per year.

III. Housing Fee.

1. The housing fee for students shall be as follows:

	Semester	Year
Room, Board, and Laundry	$144.00	$288.00

(a) No reduction in the fee is to be made when students go home or when laundry is done elsewhere.

(b) Students may occupy a double room alone by paying an additional $36.00 per semester.

(c) In those colleges where off-campus rooming students board in the college dining room, and in the two institutions maintaining Home Management groups, the housing fee shall be divided, $2.50 for room and $5.50 for board per week.

2. The housing fee for persons other than students shall be $9.00 per week.

3. The charge for meals to transients shall be:
Breakfast, $.35; Luncheon, $.45; Dinner, $.60.

IV. Infirmary Fee.

1. The services of the college physician and the college nurse are available to those who are ill or injured. Medicines for minor illnesses and dressings for injuries are furnished free of charge, but students must pay for special prescriptions or preventive vaccines.

2. After three days in the Infirmary, students from the dormitory shall be charged a hospitalization fee of $1.00 per day in addition to the regular housing fee.

3. Day students admitted to the Infirmary shall be charged a fee of $2.00 per day. This charge includes only regular medical and nursing services.

V. Isolation Fee.

1. If the college maintains isolation quarters for the contagiously sick, the college shall charge $10.00 per week in addition to the regular housing fees. This fee does not include special medical or nursing services.

2. Day students admitted to the isolation quarters shall be charged at the rate of $2.00 per day, plus $10.00 per week. This fee does not include special medical or nursing services.

VI. Out-of-State Tuition Fee.

Students from out of the state shall be charged tuition at the rate of $6.00 per semester hour. In addition, students following the Homemaking Education Curriculum shall be charged a special fee of $27.00 per semester, or $54.00 per year; while students following the Music Education Curriculum shall be charged a special fee of $45.00 per semester, or $90.00 per year.

VII. Private Music Instruction Fees.

In the colleges maintaining the special music curriculum the charge for private lessons in music to students **not following the music curriculum** shall be:

(a) Voice, piano, band, or orchestral instruments—$24.00 per semester for one lesson per week.

Pipe organ—$42.00 per semester for one lesson per week.

(b) Rental of room for practice, one period per day—$6.00 per semester. Rental of pipe organ for practice, one period per day—$36.00 per semester. Rental of band or orchestra instruments—$6.00 per semester.

VIII. Degree Fee.

A fee of $5.00, to cover the cost of diploma, shall be paid by each candidate for a degree.

IX. Transcript Fee.

A fee of $1.00 shall be paid for the second and each subsequent transcript of record. No fee is charged for transcripts for persons in military service.

X. Delinquent Accounts.

No student shall be enrolled, graduated, or given a transcript of his record until all fees have been paid.

XI. Late Registration Fee.

Each student registering after the date officially set for registration shall pay an additional fee of $1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of the late registration fee shall not exceed $5.00, except when permission for late registration has been secured in advance from the President because of illness or other unavoidable cause.

B. DEPOSITS

I. An advance deposit of $10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter the college for the term or semester

designated. If, however, the student notifies the college at least three weeks before the beginning of the semester or term that he is unable to enter, or if the student is rejected by the college, the deposit is repaid on application from the student through the college authorities.

II. A check or money order for this deposit must be drawn in favor of the **Commonwealth of Pennsylvania.**

C. REPAYMENTS

I. Repayments will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the board of trustees. These will include the amounts of the contingent and housing fees paid by the student for the part of the semester which the student does not spend in the college.

II Repayments will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.

SCHEDULE OF PAYMENTS

The Contingent and Housing fees are due for the first half of the first semester on entering; for the second half of the first semester at the beginning of the tenth week; for the first half of the second semester at the beginning of the second semester; for the second half of the second semester at the beginning of the twenty-eighth week. The Activities Fee must be paid for the full semester at the beginning of each semester. All fees may be paid for the full semester at the beginning of each semester, if more convenient to students or sponsors.

METHODS OF PAYMENT

At the beginning of each semester, a check in the amount of $12.00 should be drawn in favor of the **Mansfield Cooperative Government Association.** This will pay the Activities Fee. All other checks should be drawn in favor of the **Commonwealth of Pennsylvania.** Please do not submit checks in **excess** of the amounts called for, as the College is legally unable to cash them or to refund balances. Cash will be accepted.

SPECIAL CHARGES

Damages. Dormitory rooms are fully equipped for students on entrance. Any damage to rooms or furnishings beyond that which comes from ordinary use will be charged to students. At the beginning of the term, all necessary electric lamps are furnished without charge. If damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

Charges during Illness. Charges during illness do not include the expense of employing trained nurses or the cost of medicine, for all of which students or parents are responsible. In cases of serious illness, students may be removed to a hospital, where special expenses must be met.

FINANCIAL OBLIGATIONS

The acceptance of a student is for a semester; and parents or any others who are providing for the expenses of a student at the college should understand that their financial obligations are for the entire semester.

SUMMARY OF FEES

STUDENTS LIVING AT THE COLLEGE

First Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Sept. 13, 1943:				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board, & Laundry	72.00	72.00	72.00	72.00
Total Due Commonwealth of Pa.	$ 94.50	$ 94.50	$108.00	$117.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn.	$ 12.00	$ 12.00	$ 12.00	$ 12.00
Amount Due Nov. 15, 1943:				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board, & Laundry	72.00	72.00	72.00	72.00
Total Due Commonwealth of Pa.	$ 94.50	$ 94.50	$108.00	$117.00
Total—First Semester	$201.00	$201.00	$228.00	$246.00

Second Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Jan. 26, 1944;				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board, & Laundry	72.00	72.00	72.00	72.00
Total Due Commonwealth of Pa.	$ 94.50	$ 94.50	$108.00	$117.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn.	$ 12.00	$ 12.00	$ 12.00	$ 12.00
Amount Due Mar. 27, 1944:				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board, & Laundry	72.00	72.00	72.00	72.00
Total Due Commonwealth of Pa.	$ 94.50	$ 94.50	$108.00	$117.00
Total—Second Semester	$201.00	$201.00	$228.00	$246.00

SUMMARY OF FEES

STUDENTS NOT LIVING AT THE COLLEGE

First Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Sept. 13, 1943: Contingent Fee—Total Due Commonwealth of Pa.	$22.50	$22.50	$36.00	$ 45.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn...	$12.00	$12.00	$12.00	$ 12.00
Amount Due Nov. 15, 1943: Contingent Fee—Total Due Commonwealth of Pa.	$22.50	$22.50	$36.00	$ 45.00
Total—First Semester	$57.00	$57.00	$84.00	$102.00

Second Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Jan. 26, 1944: Contingent Fee—Total Due Commonwealth of Pa.	$22.50	$22.50	$36.00	$ 45.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn...	$12.00	$12.00	$12.00	$ 12.00
Amount Due Mar. 27, 1944: Contingent Fee—Total Due Commonwealth of Pa.	$22.50	$22.50	$36.00	$ 45.00
Total—Second Semester	$57.00	$57.00	$84.00	$102.00

PROVISIONS FOR STUDENT AID

SCHOLARSHIPS

State Scholarships—Holders of state scholarships may use them at Mansfield State Teachers College when enrolled in any four-year degree curriculum.

Student Loan Fund Scholarships—Eight scholarships of $50.00 per year for two years will be available for students from the College service area entering the College in September, 1943. Eligibility for these scholarships will be determined by the College authorities in charge of the fund.

Martha Colegrove Memorial Scholarship — A scholarship of $100.00 per year has been made available by Mr. and Mrs. H. W. Colegrove of Knoxville, Pennsylvania, as a memorial to their daughter, Martha, to be awarded each year to an outstanding woman student in the Music Education curriculum. This award is made by the Music Education faculty.

LOANS

Student Loan Fund—Through the generosity of alumni and friends of the College, a substantial fund has been accumulated for the purpose of aiding worthy students through the medium of loans which are to be paid back to the fund as soon as possible after the borrower leaves the College, so that others who are in need may have an opportunity to share in the benefits thus accruing from such a revolving fund. Loans not exceeding $100.00 per year, with $50.00 as the maximum amount each semester, may be granted during the junior and senior years of attendance at the College, if satisfactory security is provided. This fund is administered by the Student Aid Committee with the approval of the President of the College.

Robert Cowles Memorial Loan Fund—The Music faculty administers a loan fund as a memorial to Robert Cowles. This fund, made up largely of contributions from the Cowles family of Orwell, Pennsylvania, makes available loans not exceeding $100.00 to worthy music students during the junior and senior year of attendance at the College.

Omicron Gamma Pi Student Loan Fund (formerly Domicilian Student Loan Fund)—Dormitory seniors in the Homemaking Education Department who have maintained good scholastic standing and who have high ideals and strong character may have the opportunity of borrowing from this fund amounts to be determined by the com-

mittee in charge of the fund. Application for loans should be made to Omicron Gamma Pi.

Faculty Loan Fund—For several years the College faculty has set aside $100.00 per year to be loaned in small amounts to worthy students who are temporarily in need of funds. This fund is administered by the budget committee of the faculty.

Tioga County Women's Clubs Foundation—The Tioga County Federation of Women's Clubs has established a loan fund, limited for the present to one or two loans of $100.00 to $200.00 per year. The loan is available to any woman student from Tioga County, preferably to applicants from the Homemaking Education Department. Application for loans should be made through the President of the College or through the agency designated by him.

WORK OPPORTUNITIES

At the College—A limited number of positions at the College are available for students in need of part-time employment. Such opportunities, however, are open chiefly to upperclassmen who have demonstrated their ability to do satisfactory College work. These positions are confined to the kitchen, the dining room, the library, and the administrative offices.

In the Community—While Mansfield is primarily a residential center, some part-time employment in the community frequently may be secured. Such openings are provided through the hotel, the restaurants, the motion picture theater, the garages, and the stores.

In Private Homes—A reasonable amount of work in private homes approved by the College is available. Often students are placed in contact with these homes by friends, alumni, student organizations, or churches. Such arrangements must be approved by the Dean of Women or the Dean of Men prior to the beginning of each semester. However, students and their parents or guardians assume responsibility for such off-campus arrangements.

National Youth Administration—During the past several years, the Federal Government has very generously provided funds to maintain student part-time employment programs. In the event that economic and social conditions warrant the continuance of this policy on the part of the government, the College will allocate work to needy students under the direction of the local N.Y.A. authorities.

INFORMATION FOR DORMITORY STUDENTS

ACCOMMODATIONS

Dormitories for men and for women are maintained by the College. The rooms are pleasant and comfortably furnished, and the resultant atmosphere is cheerful and harmonious. There are a few single rooms, but the majority are intended to accommodate two or three students. A married student whose husband or wife also is enrolled at the College is required to live off the campus.

LIVING QUARTERS

Both men's and women's rooms are provided with study tables and lamps, chairs for work and relaxation, single beds, mattresses and pillows, bureau or chiffoniers, and mirrors. Each student must provide blankets, four sheets, two pillowcases, and six towels.

DINING ROOM

Wholesome, well-balanced meals are provided in an attractive dining room, where men and women are seated together at tables of eight. Here they have a necessary training in the amenities of dining and table service with friendly and stimulating conversation in congenial surroundings.

LAUNDRY FACILITIES

The Mansfield Laundry takes care of the laundry work of all students residing in the College dormitories. Each is entitled to twelve pieces of laundry per week. In addition, special rooms are provided where students may do extra washing or ironing which they may desire.

WEARING APPAREL

The women students themselves have compiled the list of clothing they feel necessary to college life. The dormitory, the classroom, and the village of Mansfield naturally govern the appropriate type of dress. Since youthful simplicity should characterize the wardrobe of the well-bred student, sports clothes and tailored frocks are first on the list which follows:

1. Two or three wool skirts
2. Six sweaters or blouses
3. Two cotton dresses
4. Two or three simple silk or wool dresses
5. One evening gown
6. One heavy coat
7. One sports jacket or coat
8. One pair of sports shoes
9. One pair of evening slippers
10. One pair of dress slippers

For men it is suggested that a standard of personal grooming and appropriateness be set up and maintained dictating the type of informal and formal clothing to be selected.

1. Slacks and sweaters or jackets
2. One dark suit or one mixed color suit
3. One light topcoat
4. One heavy topcoat
5. One pair of sports shoes
6. One pair of dress shoes

It is suggested that students purchase uniform gymnasium attire at the Campus Book and Supply Store after their arrival, conveniently and at low cost.

INFORMATION FOR OFF-CAMPUS STUDENTS

Students who do not wish to live in the dormitories and who wish to reside in homes other than their own must secure the permission of the Dean of Men or the Dean of Women. A list of approved homes will be submitted to the student. In every case, financial arrangements are made between the housemother and the student.

CERTIFICATION OF TEACHERS

The Provisional College Certificate. This credential is granted to all holders of a degree immediately following graduation and is valid for three years.

In the Elementary field, such a certificate qualifies the holder to teach in all elementary grades, including grades seven and eight when organized on an elementary basis in an 8-4 school.

In the Secondary field, such a certificate qualifies the holder to teach the subjects specified on its face in any high school.

In the field of Homemaking or Music, such a certificate qualifies the holder to teach or supervise the special subject in both elementary and secondary schools.

Making the Provisional College Certificate Permanent. This action is accomplished by completing subsequent to graduation three years of successful teaching in the public schools of the Commonwealth and at least six semester hours of approved college work in educational theory or the subjects named on the certificate.

Certification in Additional Fields. Holders of certificates for teaching in the secondary field often desire certification for teaching in the elementary field and vice versa. Such certification may be secured by completing additional work as indicated hereinafter.

College certificates in the Secondary field may be validated for the Elementary field by completing thirty semester hours from among a specifically outlined group of courses considered vital to the preparation of elementary school teachers, including six hours of elementary student teaching. The courses must be selected from the following list:

Art I
Music I
Teaching of Arithmetic
Teaching of English
Teaching of Reading
Children's Literature and Story-telling
Curriculum in Elementary Science
Educational Measurements
United States History before 1865
United States History since 1865

College certificates in the Elementary field may be validated for the Secondary field by completing eighteen semester hours of approved courses in the elective field desired, six hours in secondary education, and six hours of secondary student teaching, a total of thirty hours.

The State Standard Limited Certificate. This certificate, granted prior to February 1, 1943, qualified the holder to teach in an elementary school for three calendar years. The certificate may be renewed for subsequent three-year periods on evidence of teaching success and the completion during each three years of an additional twelve hours of work leading to a degree in the elementary field.

Normal School Diplomas. The certificates of graduation issued by Normal Schools and Teachers Colleges in the past, when converted into diplomas after two years, carried with them permanent certificates for teaching elementary subjects. Thus, persons holding such diplomas and certificates and desiring to complete the requirements for a degree are given credit for one-half of the degree course, on the basis of the old Normal curriculum. The remaining requirements may be completed as rapidly as these persons wish, without affecting their certification rights. On completion of the degree course, however, a Provisional College Certificate is issued.

Correspondence Courses. The regulations of the Department of Public Instruction prohibit the giving or accepting of such courses for credit.

Extension Courses. Teachers in service may complete by extension no more than 25% of the number of courses required for a degree. Only work graded above the lowest passing grade at the institution attended can be accepted on a transfer record. Full information relative to such offerings may be obtained from the Director of Extension Education at the College.

Saturday Classes in Residence. Full information relative to offerings may be obtained from the Director of Extension Education at the College.

THE 1943 SUMMER SESSIONS

PROGRAM

To meet the needs of undergraduates following the new three-year plan of study, as well as undergraduates following the established four-year plan and teachers in service seeking additional certification or a degree, three sessions, covering twelve weeks in all, have been planned for the summer of 1943. The Pre-Summer Session, three weeks in length, will extend from June 7 to June 25; the Summer Session proper, six weeks in length, will extend from June 28 to August 6; and the Post-Summer Session, three weeks in length, will extend from August 9 to August 27.

PURPOSE AND SCOPE

The summer sessions are intended for undergraduates who wish to accelerate the completion of a curriculum, to adjust irregularities, or to remove deficiencies and in-service teachers who need additional certification or a degree. The courses are selected in sufficient variety to meet as far as possible the requirements of all students in elementary education, secondary education, homemaking education, or music education.

During the summer of 1943 the features will be work shop courses in several fields, demonstrations and conferences, and recreational and social activities appropriate to the season.

FEATURES

Work Shop Courses will afford opportunities for students to work on their own problems and to develop effective problem-solving techniques through individual and group discussions and directed reading.

Demonstrations and Conferences will provide opportunities for students to observe and to discuss teaching in various areas of special interest determined by the needs and the interests of the students themselves. The areas will include reading, speech, art, music, guidance, library, special education, and particular subjects. The campus schools will be open during the summer.

Recreational and Social Activities will include educational field trips; many kinds of sports, including swimming, tennis, golf, and hiking; and a large variety of social events, including picnics, dances, and parties.

CREDIT

All courses will carry full credit toward certification and a degree. As many as twelve semester hours of credit will be available for the full summer of work.

EXPENSES AND FEES

Students following the Elementary Education or the Secondary Education curriculum will be charged a contingent fee of $6.00 per semester hour of credit; a student activities fee of $.50 per week; and, if living at the college, a housing fee, covering room, board, and laundry, of $8.00 per week.

Students following the Homemaking Education curriculum will be charged in addition to the aforementioned fees a special fee of $9.00 for six weeks, $13.50 for nine weeks, or $18.00 for twelve weeks; while students following the Music Education curriculum will be charged a special fee of $15.00 for six weeks, $22.50 for nine weeks, or $30.00 for twelve weeks.

SUMMER CATALOG

Detailed descriptions of the courses, extra-class activities, and costs of the summer sessions will be found in the 1943 Summer Catalog Number of the College Quarterly, which will be sent by the College on request to persons interested.

SATURDAY CLASSES ON CAMPUS

Saturday classes are conducted on the campus each semester from 8 a.m. to 10 and from 10 a.m. to 12 m.

EXTENSION COURSES

During the academic year 1942-1943, extension courses were conducted in Athens, Galeton, Knoxville, Sayre, Towanda, Troy, Tunkhannock, Westfield, and Williamsport, answering the requirements of Bradford, Lycoming, Potter, Tioga, and Wyoming counties. During the academic year 1943-1944, additional centers may be established, as a number of other localities have requested this service.

The extension program has been developed by the College in cooperation with the superintendents of schools in the aforementioned counties and the modern program of professional study and growth. It is designed to assist teachers to advance their certifcation and to heighten their teaching technique; and to make available the facilities of the College in all parts of its service area.

ROSTER OF STUDENTS

POST-GRADUATE STUDENTS

Name	Undergraduate College	Town	County
Barrow, Harriette E., B.S.	Millersville	Canton	Bradford
Baynes, John H., B.S.	Mansfield	Mansfield	Tioga
Brandt, Edgar L., M.A.	Albright	Wellsboro	Tioga
Brecher, Mary L., B.S.	Mansfield	Powell	Bradford
Bryant, Marguerite S., B.S.	Mansfield	Covington	Tioga
Canedy, Margery E., B.S.	Mansfield	Covington	Tioga
Lloyd, Robert F., A.B.	U. of Pa.	Wellsboro	Tioga
Peifer, John S., M.A.	Bucknell	Wellsboro	Tioga
Weeks, W. Benn, M.A.	Duke	Mansfield	Tioga

UNDERGRADUATE STUDENTS

Name and Classification *	Town	County
Adams, Deirdre E.—H4	Crooked Creek	Tioga
Anderson, Russell C.—M2	Kane	McKean
Armstrong, June E.—H2	Taylor	Lackawanna
Aten, Mercedes E.—E3	Towanda	Bradford
Austin, Elaine M.—H1	Washington Crossing	Bucks
Auten, E. Jean—H2	Danville	Montour
Ayres, Donald L.—S3	Canton	Bradford
Bailey, Leonard M.—S2	Mansfield	Tioga
Baker, Betty E.—S3	Tunkhannock	Wyoming
Baker, James D.—S1	Lawrenceville	Tioga
Barnes, Edith C.—E2	Canton	Bradford
Barrett, Vera A.—E3	Snedekerville	Bradford
Baynes, Richard C.—S1	Mansfield	Tioga
Beardslee, Eloise J.—H3	Starrucca	Wayne

* E—Elementary Education; S—Secondary Education; H—Homemaking Education; M—Music Education

1—Freshman Year; 2—Sophomore Year; 3—Junior Year; 4—Senior Year

Name and Classification	Town	County
Beck, Sylvia L.—S1	Jermyn	Lackawanna
Benson, Doris J.—E2	Susquehanna	Susquehanna
Berg, Dwight H.—S3	Montrose	Susquehanna
Betz, Barbara A.—E1	Venus	Venango
Betz, Beatrice J.—H1	Venus	Venango
Blackwell, E. Dellivan—S4	Elkland	Tioga
Blake, Anna E.—H4	Newfield	Potter
Bolt, Thelma E.—M4	Covington	Tioga
Bostock, Doris L.—M4	Mansfield	Tioga
Bottiger, Irene N.—H3	Mt. Pleasant Mills	Snyder
Bower, William H.—S2	Blossburg	Tioga
Bowman, C. Howard—M4	Williamsport	Lycoming
Brace, Lillian E.—M4	Mansfield	Tioga
Bradshaw, William C.—S1	Mansfield	Tioga
Braisted, Richard V.—S3	Mansfield	Tioga
Brightbill, Arlene E.—H3	Myerstown	Berks
Britton, Janet H.—M4	Scranton	Lackawanna
Brooks, Ronald E.—M3	Union City	Erie
Brotzman, Carol J.—H4	New Milford	Susquehanna
Brown, Madelon R.—H4	Middlebury Center	Tioga
Bryan, Bernard L.—M3	Sherburne, N.Y.	Chenango
Bryan, Eleanore J.—M3	Mansfield	Tioga
Bryan, Ross E.—S4	Mansfield	Tioga
Bryant, Lois M.—S1	Dallas	Luzerne
Buck, Jean M.—E2	Ulysses	Potter
Buckbee, Ednamae—M4	Tioga	Tioga
Buckingham, M. Helen—H1	Scenery Hill	Washington
Bump, Dorothy J.—E3	Lawrenceville	Tioga
Burton, Jeanette A.—E3	Susquehanna	Susquehanna
Butler, Betty V.—H1	Wellsboro	Tioga
Campana, John—S3	Williamsport	Lycoming
Campbell, Betty—H4	Jersey Shore	Lycoming
Campbell, Charlotte R.—E2	Erie	Erie
Casale, Michael J.—S3	Williamsport	Lycoming
Casey, Virginia I.—E2	Susquehanna	Susquehanna
Cawley, Joan E.—E3	Eldred	McKean
Ceder, Robert E.—S3	Arnot	Tioga
Chaffee, Eloise O.—H4	Greenwood, N.Y.	Steuben
Cheesman, Harry B.—S1	Westfield	Tioga
Chichocki, Frank J.—S2	Plains	Luzerne
Clair, Doris J.—S2	Montoursville	Lycoming

Name and Classification	Town	County
Clare, Jean B.—H4	E. Mauch Chunk	Carbon
Clark, Gilbert L.—M2	Scranton	Lackawanna
Clark, M. Arliene—M2	Knoxville	Tioga
Clendenen, Barbara W.—M3	Derrick City	McKean
Cole, Anna E.—E3	Mansfield	Tioga
Cole, Marjorie M.—H2	Meshoppen	Wyoming
Colwell, Georgia A.—S1	Susquehanna	Susquehanna
Conner, Martha J.—H2	Orangeville	Columbia
Conner, O. Warren—M2	West Monterey	Clarion
Cook, Dorothy—H4	Wyoming	Luzerne
Coon, Helen B.—H2	Clarks Summit	Lackawanna
Coppersmith, Teresa M.—M3	Emporium	Cameron
Corbin, Maxine E.—E1	Rome	Bradford
Crippen, Lewis S.—S1	Gaines	Tioga
Criss, Augusta M.—E3	Millerton	Bradford
Criss, Bessie I.—E4	Millerton	Bradford
Criss, Samuel E.—S1	Millerton	Bradford
Crooks, Gordon J.—M2	Antrim	Tioga
Crossley, Virginia M.—H3	Mansfield	Tioga
Cummings, Marian M.—E3	Mansfield	Tioga
Daily, M. Jean—E4	Genesee	Potter
Day, Edna M.—S2	Wellsboro	Tioga
Decker, Doris E.—E1	Sayre	Bradford
Decker, M. Ellen—M2	Easton	Northampton
DeLappa, Frances M.—E4	Punxsutawney	Jefferson
Devling, Patricia E.—M3	Galeton	Potter
DeWolf, Kathryn P.—E4	Mehoopany	Wyoming
Dieffenbacher, Lois G.—H3	Bloomsburg	Columbia
Dildine, Eleanor M.—M3	Benton	Columbia
Dock, Sara E.—H2	Lewisburg	Union
Doll, Dorothy W.—H3	Tunkhannock	Wyoming
Dorney, Richard—M3	Hazelhurst	McKean
Dorsett, Alene N.—S2	Mansfield	Tioga
Doughton, Elizabeth J.—M1	Mansfield	Tioga
Doyle, William E.—S1	Wellsboro	Tioga
Drumm, Anna M.—H1	Middleburg	Snyder
Drumm, Maude M.—H2	Sunbury	Northumberland
Dunbar, Beatrice E.—H3	Troy	Bradford
Dunlap, Helen L.—E4	Muncy	Lycoming
Dunn, Virginia A.—H4	Warren	Warren
Durkin, Anna M.—H4	Ashland	Schuylkill
Dwyer, D. Helen—S2	Morris Run	Tioga
Dwyer, John A.—S2	Morris Run	Tioga

Name and Classification	Town	County
Eastman, Mariam E.—M4	Wrights	McKean
Eaves, L. Maxine—M4	Addison	Somerset
Ebinger, Betty M.—H3	Weatherly	Carbon
Egizie, Priscilla A.—H2	Berwick	Columbia
Eichelberger, Dorcas J.—E4	Eldred	McKean
Eick, Marjory A.—H1	Hillsgrove	Sullivan
Elliott, Jane E.—E4	Wyalusing	Bradford
Elsbree, Hilda I.—M2	East Smithfield	Bradford
Emmanuel, Marietta F.—H4	Chester	Delaware
Etsweiler, Catherine L.—H4	Millersburg	Dauphin
Evansha, Dorothy A. —H4	Sunbury	Northumberland
Farrar, Jeanne E.—E3	Mooresville	Huntingdon
Ferster, Barbara A.—H3	McAlisterville	Snyder
Finn, Robert B.—S2	Towanda	Bradford
Fives, Catherine T.—H3	Dunmore	Lackawanna
Fleming, John S.—M2	Connellsville	Fayette
Fleming, Virginia L.—M4	Erie	Erie
Folchman, Dorothy J.—H4	West Chester	Chester
Ford, Orley A.—S1	Horseheads, N.Y.	Chemung
Foster, Thomas W.—M4	Wilkes-Barre	Luzerne
Fought, Regina L.—H2	Hughesville	Lycoming
Foust, C. Robert—M1	Washingtonville	Montour
Frederic, Betty J.—H3	Carlisle	Cumberland
Freed, Donald W.—M1	Williamsport	Lycoming
Freed, Marian L.—H4	Williamsport	Lycoming
French, Esther C.—E4	Gillett	Bradford
Friel, Phyllis S.—H4	Wilkes-Barre	Luzerne
Frisbee, Cleo M. —H4	Eldred	McKean
Gallo, Virginia N.—M2	Pittsburgh	Allegheny
Gay, Gladys E.—E4	Towanda	Bradford
Gilbert, Betty J.—E2	Wyoming	Luzerne
Gilbert, M. Eleanor—H2	Montoursville	Lycoming
Greene, Norma J.—H4	Keeseville, N.Y.	Clinton
Greening, Constance E.—S2	Mansfield	Tioga
Grego, Madeline—H2	Hop Bottom	Susquehanna
Griffith, Richard C.—M4	Williamstown	Dauphin
Grimshaw, Jane—M4	North East	Erie
Grove, Grace I.—H3	Mt. Union	Huntingdon
Hager, Margaret M.—E3	Tioga	Tioga
Hall, I. David—S1	Mansfield	Tioga

Name and Classification	Town	County
Hamilton, Elizabeth J.—E4	Eldred	McKean
Hardy, Edith R.—S4	Clarks Summit	Lackawanna
Hardy, Ruth A.—H4	Port Allegany	McKean
Harrington, E. Joyce—E3	Mansfield	Tioga
Harris, Basil E.—S4	Galeton	Potter
Hart, Alice M.—H3	Forksville	Sullivan
Hartranft, John H.—M4	Conyngham	Luzerne
Haughton, Katherine A.—H1	Frackville	Schuylkill
Hayden, Edward W.—S2	Mansfield	Tioga
Haynes, Virginia E.—E3	Susquehanna	Susquehanna
Heasley, Luella O.—M4	Rew	McKean
Hedge, F. Florence —E1	Ulster	Bradford
Hege, G. Louise—M2	Dover	York
Heinrich, Phyllis C.—S2	Mansfield	Tioga
Heller, Lois P.—M3	Avis	Clinton
Helman, Lois C.—H4	E. Mauch Chunk	Carbon
Henning, Lois M.—H2	Trucksville	Luzerne
Henry, Edward N.—M3	Lock Haven	Clinton
Herrold, Betty J.—H2	Selinsgrove	Snyder
Hess, Laura R.—H3	Williamsport	Lycoming
Hess, Muriel V.—H3	Mansfield	Tioga
Hetrick, Harriett A.—M2	Mansfield	Tioga
Heyd, A. Elizabeth—H4	Liberty	Tioga
Hoffman, Eleanor M.—H3	New Albany	Bradford
Hoffman, Frances A.—H3	Northumberland	Northumberland
Holland, Robert C.—S2	Mansfield	Tioga
Hollenbach, Joyce K.—H2	Schuylkill Haven	Schuylkill
Holzer, Seymour—S2	Philadelphia	Philadelphia
Hooley, Daniel S.—M3	Renovo	Clinton
Hoppe, Naomi A.—M1	Nicholson	Susquehanna
Howard, Lucy A.—H3	Wyalusing	Bradford
Huff, M. Charlotte—E4	Eldred	McKean
Jacobson, Morris—S4	Westfield	Tioga
James, Patricia A.—M1	Erie	Erie
Jaquish, Elaine J.—H1	Tunkhannock	Wyoming
Jaquish, Mabel L.—E3	Covington	Tioga
Jaynes, Paul E.—S4	Mainesburg	Tioga
Jelliff, Carol J.—S1	Wellsburg, N. Y.	Bradford
Johnson, Donald A.—S3	Scranton	Lackawanna
Johnson, Dorothy J.—M4	Kane	McKean
Johnson, Richard S.—M2	Hatfield	Montgomery
Johnston, Norejane—H4	Coudersport	Potter
Jones, Margaret A.—H4	Stroudsburg	Monroe

Name and Classification	Town	County
Jupenlaz, Marian J.—E4	Mansfield	Tioga
Juzwiak, Frank A.—S1	Wilkes-Barre	Luzerne
Karlen, Robert A.—M2	Erie	Erie
Kast, Virginia R.—H1	Lehighton	Carbon
Kelts, Morgan A.—S1	Westfield	Tioga
Kemp, Clarence E.—M4	Shinglehouse	Potter
Kennedy, Mary E.—H2	Pleasant Mount	Wayne
Kidney, Wilma K.—H4	Genesee	Potter
Kingsley, Tecla E.—M3	Mansfield	Tioga
Kooch, Anna M.—E4	Lopez	Sullivan
Kreger, Rosella M.—H2	Morris	Tioga
Kreisler, Doris J.—E2	Elkland	Tioga
Lalley, John J.—S2	Tioga	Tioga
Lane, J. Yvonne—S2	Towanda	Bradford
Laudenslager, Leonore M.—H2	Valley View	Schuylkill
Lawrence, Jean L.—E4	Roulette	Potter
Lee, Kenneth B.—S3	Blossburg	Tioga
Leffler, Gladys E.—E1	Austin	Potter
Leonard, Eileen V.—H1	Pleasant Mount	Wayne
Leonard, Elizabeth C.—H2	Philadelphia	Philadelphia
Liparulo, James A.—S4	Olyphant	Lackawanna
Lofgren, Roy N.—M4	Wellsboro	Tioga
Long, Jack M.—M3	Portage	Cambria
Love, Emma L.—H1	Falls Creek	Jefferson
Mack, Helen L.—H2	Sunbury	Northumberland
McCartan, John T.—S4	Wilkes-Barre	Luzerne
McClintock, Lylon C.—H1	Erie	Erie
McDonald, Teresa M.—M4	Union, N. Y.	Broome
McFadden, Jean W.—S1	Mainesburg	Tioga
McGraw, Thomas E.—S4	Wilkes-Barre	Luzerne
McHenry, Jeanne L.—H3	Benton	Columbia
Mackowiak, Stuart S.—S1	Morris Run	Tioga
Madigan, Janice E.—H1	Mansfield	Tioga
Magalski, Robert S.—S3	Larksville	Luzerne
Mahood, Marjorie J.—H3	Troy	Bradford
Maneval, Sara E.—M4	Liberty	Tioga
Manino, Alda R.—S3	Wellsboro	Tioga
Marrer, Betty J.—H4	Brackney	Susquehanna
Marshall, Hamilton W.—S1	Mansfield	Tioga
Maynard, Anna S.—H4	Wellsboro	Tioga
Meeker, Elizabeth A.—M4	Scranton	Lackawanna

Name and Classification	Town	County
Mertz, June—H3	Northumberland	Northumberland
Metzger, Sara F.—H3	So. Williamsport	Lycoming
Meyer, Mary J.—S3	Blossburg	Tioga
Miles, Catherine A.—E3	Elkland	Tioga
Miller, Glenna E.—H2	Nescopek	Luzerne
Miller, Pearle M.—E4	Williamsport	Lycoming
Minerd, Robert E.—M3	Smethport	McKean
Missimer, Eleanor J.—H1	Pottstown	Montgomery
Molyneaux, Elizabeth H.—H1	Forksville	Sullivan
Moon, Winona M.—E4	New Albany	Bradford
Moore, Jane C.—H3	Forty Fort	Luzerne
Morley, Mary E.—H3	Gold	Potter
Morris, John H.—M3	Wilkes-Barre	Luzerne
Morris, Mary E.—E4	Troy	Bradford
Morrison, Joan L.—H3	Smethport	McKean
Morrow, Edith O.—S1	Sugar Run	Bradford
Mosch, Louetta V.—H2	Galeton	Potter
Moskow, Ben—S1	Wilkes-Barre	Luzerne
Mowery, Virginia H.—H1	Frackville	Schuylkill
Mulcahy, Anna J.—S1	Rome	Bradford
Murdock, Jane E.—M2	Knoxville	Tioga
Muth, Margaret E.—H3	Avon	Lebanon
Nelson, Gloria E.—M1	White Haven	Luzerne
Nicholas, Ethel L.—S3	Mansfield	Tioga
Nichols, Pauline F.—H1	Birchardville	Susquehanna
Norman, Niles E.—S1	Arnot	Tioga
Nowak, Lucille E.—S1	Blossburg	Tioga
O'Reilly, Catherine M.—E4	Friendsville	Susquehanna
Orndorff, Sara E.—H4	New Oxford	Adams
Owens, F. Lenore—H4	Clearfield	Clearfield
Packer, Betty J.—H1	Galeton	Potter
Palmer, Dale M.—S1	Mansfield	Tioga
Palmer, Phyllis E.—S4	New Albany	Bradford
Partchey, Doris C.—E4	Lewistown	Mifflin
Partrick, Helen E.—H4	Elizabeth, N. J.	Union
Pawling, Jane E.—H1	West Milton	Union
Payne, Sara E.—H4	Loysville	Perry
Peard, Sherry C.—M3	Williamsport	Lycoming
Pease, Blanche L.—E2	Susquehanna	Susquehanna
Peters, Mary J.—M1	Savona, N. Y.	Steuben
Piatkowski, Constance H.—M4	Forest City	Susquehanna

Name and Classification	Town	County
Pierotti, Robert F.—S3	Mansfield	Tioga
Pinnock, Ruth A.—M3	LeRaysville	Bradford
Plastow, Beatrice M.—H3	Benton	Columbia
Porretta, Mary A.—M4	Silver Creek	Schuylkill
Port, Lois K.—M4	Kane	McKean
Preisler, Janet G.—H3	Columbia	Lancaster
Purdy, Alice E.—E2	Dalton	Wyoming
Rarrick, Deyo C.—S1	Mansfield	Tioga
Rathbun, Jane M.—M2	Wyalusing	Bradford
Rathbun, Lee R.—S1	Tioga	Tioga
Rauch, Gloria B.—H3	Slatington	Lehigh
Razey, Don H.—M1	Emporium	Cameron
Read, Janet E.—S1	Mainesburg	Tioga
Redfield, Elaine K.—S4	Elkland	Tioga
Redner, Robert P.—S1	Galeton	Potter
Redner, Willis R.—S2	Tioga	Tioga
Reedy, Isabelle E.—H2	Sheridan	Lebanon
Rees, Donna F.—S2	Austin	Potter
Rice, Robert D.—M2	Mansfield	Tioga
Richardson, Louise B.—H2	Harrisburg	Dauphin
Richmond, Mary L.—E3	Mainesburg	Tioga
Reigel, Emily J.—H4	Shenandoah	Schuylkill
Roberts, John O.—S1	Little Marsh	Tioga
Rodsky, Leonard B.—S3	Plymouth	Luzerne
Rolin, Ruth—H2	Shamokin	Northumberland
Ross, Nancy N.—H3	Fullerton	Lehigh
Rothermel, Arlene M.—H1	Klingerstown	Schuylkill
Roupp, Bernice L.—E2	Liberty	Tioga
Roupp, Francis C.—S4	Liberty	Tioga
Roy, Maria E.—E3	Gillett	Bradford
Rudneski, Agnes V.—S4	Morris Run	Tioga
Rumsey, Irene M.—E4	Millerton	Tioga
Rybicki, Alice S.—E2	Noxen	Wyoming
Saxton, Mary L.—H3	Troy	Bradford
Schanbacher, Joyce A.—E3	Mansfield	Tioga
Schermerhorn, Frances P.—M4	Troy	Bradford
Schlappi, Helen A.—E4	Mansfield	Tioga
Scudder, Marie V.—E1	Riverhead, N. Y.	Suffolk
Seifert, Richard L.—M4	Greensburg	Westmoreland
Seipp, Dorothy J.—S4	Damascus	Wayne
Seitzer, Margaret E.—E4	Williamsport	Lycoming
Seymour, C. Arthur—S4	Jermyn	Lackawanna

Name and Classification	Town	County
Shannon, Jerry A.—S1	Meshoppen	Wyoming
Shelhamer, Zoe M.—H3	Berwick	Columbia
Shennen, Lois V.—H3	Peckville	Lackawanna
Shields, Mary E.—M2	Nicholson	Wyoming
Shoop, Betty A.—M4	Richland	Lebanon
Singley, Florence C.—H3	Shumans	Columbia
Singley, Virginia M.—H1	Shumans	Columbia
Slair, Phyllis L.—M2	Brownstown	Lancaster
Smith, Althea M.—H4	Alderson	Wyoming
Smith, Eleanor K.—H3	Hatfield	Montgomery
Smith, John A.—S2	Mansfield	Tioga
Smith, Rae H.—H1	Catawissa	Columbia
Smith, Romayne E.—M1	Dalton	Lackawanna
Smith, Wanda R.—S1	Crooked Creek	Tioga
Snell, Betty V.—M2	Dushore	Sullivan
Snell, Janis R.—S2	Towanda	Bradford
Snyder, Jack M.—S2	Wyalusing	Bradford
Snyder, Lesalee J.—H3	Dushore	Sullivan
Southwood, Jean E.—H4	Mt. Carmel	Northumberland
Spoerl, Anne C.—S3	Wilkes-Barre	Luzerne
Steadman, Mary D.—H1	Mansfield	Tioga
Stebbins, Ruth A.—H4	Wellsboro	Tioga
Stevens, Dorothy L.—M4	Bellefonte	Center
Stever, Christine J.—E2	Palmerton	Carbon
Stewart, Charles C.—M4	Forty Fort	Luzerne
Stowe, Robert L.—M2	Corry	Erie
Strouble, Betty V.—H3	Trout Run	Lycoming
Stuart, Mary J.—M3	Mansfield	Tioga
Stump, Ida A.—H2	Taylor	Lackawanna
Sultzer, Janet L.—M4	Taylor	Lackawanna
Summa, Nick V.—M2	Dunbar	Fayette
Summers, Retha A.—E4	Montrose	Susquehanna
Swanson, Theodore C.—M3	Corry	Erie
Sweigart, Anne B.—H2	Willow Street	Lancaster
Taylor, Leona D.—E2	Rummerfield	Bradford
Tears, Incel B.—E3	Rutland	Tioga
Terry, Ferne B.—H4	E. Mauch Chunk	Carbon
Thiemann, M. Christine—H2	Mansfield	Tioga
Thomas, LaRene E.—E3	Canton	Bradford
Tobias, June A.—H2	So. Williamsport	Lycoming
Trivelpiece, Jean R.—H3	Danville	Montour
Turner, Elizabeth W.—E1	Canton	Bradford
Tyrrell, Laura E.—H1	Nicholson	Wyoming

Name and Classification	Town	County
Utt, Phyllis E.—H2	Orangeville	Columbia
VanDusen, Marian J.—H2	Osceola	Tioga
VanGorder, Lewis G.—S4	Wellsboro	Tioga
VanHorn, Anna M.—E2	Granville Summit	Bradford
VanNoy, Janet I.—E2	Granville Summit	Bradford
VanTuyle, Dorothy J.—H2	Pittston	Luzerne
VanWie, Beatrice M.—E3	Keating Summit	Potter
Varcoe, Violet E.—S4	Waymart	Wayne
Volz, Jeanne—H2	Avoca	Luzerne
Warner, Mildred F.—H1	Montrose	Susquehanna
Webster, Dewey F.—S2	Mansfield	Tioga
Weed, Charles E.—S1	Dushore	Sullivan
Wehr, A. Jeannette—H3	Dalton	Lackawanna
Weil, Jeanne L.—H1	Plymouth	Luzerne
Weiss, Melvin I.—S1	Sayre	Bradford
Weissenfluh, Marie M.—H4	Warren	Warren
Wells, Elwood O.—M4	Scranton	Lackawanna
Wertz, Lee E.—M2	Tyrone	Blair
West, Mary A.—E2	Mansfield	Tioga
Wetmore, Elizabeth B.—M1	Wellsboro	Tioga
Whitmire, Gladys M.—H3	Renovo	Clinton
Whitney, Ruth—E4	Tioga	Tioga
Willson, Jean M.—E1	Sayre	Bradford
Wilson, Jeanette R.—S3	Mansfield	Tioga
Wingate, Stuart P.—M3	Wellsboro	Tioga
Wingert, William J.—S1	Wiconisco	Dauphin
Wood, Eleanor J.—M1	Knoxville	Tioga
Wood, Naoma R.—E2	Knoxville	Tioga
Zimmerman, Martha N.—E3	Galeton	Potter
Zundel, Ruth E.—E4	Galeton	Potter
Zundel, Thelma L.—S1	Galeton	Potter
Zwally, Robert E.—M4	Ephrata	Lancaster

EXTENSION STUDENTS

Abell, Marguerite	Waverly, N. Y.	Bradford
Beirne, Michael F.	Towanda	Bradford
Bentley, Abderiene A.	Columbia Cross Roads	Bradford
Bentley, Adelaide E.	Columbia Cross Roads	Bradford
Bower, Kathryn M.	So. Williamsport	Lycoming

Name and Classification	Town	County
Brooks, Martin V.	Westfield	Tioga
Burke, Gerald F.	Wellsburg, N. Y.	Bradford
Burnett, Catherine E.	Troy	Bradford
Bush, Lola S.	Westfield	Tioga
Butts, Helen P.	Sayre	Bradford
Campbell, Esther M.	Athens	Bradford
Clark, Lenore H.	Westfield	Tioga
Clark, Nellie V.	Westfield	Tioga
Collins, Carl J.	Athens	Bradford
Crandall, Eleanor B.	Williamsport	Lycoming
Davidson, Mabel L.	Towanda	Bradford
Dunbar, Eudora D.	Columbia Cross Roads	Bradford
Fahringer, Clara E.	Williamsport	Lycoming
Fisk, Adrian T.	Wyalusing	Bradford
Frantz, Pauline P.	Camptown	Bradford
Fredenburg, Margaret L.	Athens	Bradford
Gere, Alberta M.	Hop Bottom	Susquehanna
Glover, Ethel S.	Westfield	Tioga
Glover, Jane E.	Knoxville	Tioga
Greene, Helone M.	Sayre	Bradford
Griggs, Constance M.	Knoxville	Tioga
Hall, Dortha L.	Athens	Bradford
Harer, Margaret E.	Williamsport	Lycoming
Harrigan, Mary E.	Wilkes-Barre	Luzerne
Hatch, Marjorie M.	Athens	Bradford
Haverly, Hazel R.	Sayre	Bradford
Hennip, Jacob	Nichols, N. Y.	Bradford
Hoffa, M. Lucille	Knoxville	Tioga
Horton, Leola B.	Sayre	Bradford
Hunt, Francis S.	Wysox	Bradford
Keiler, Leroy H.	Jersey Shore	Lycoming
Kipling, Mary M.	Towanda	Bradford
Lippert, Mildred J.	Montrose	Susquehanna
Lynch, Audrielle L.	Athens	Bradford
McNett, Olive E.	Canton	Bradford
Mallalieu, Eleanor	Westfield	Tioga
Marvin, Richard W.	Ulster	Bradford

Name and Classification	Town	County
Miner, Elva P.	Tunkhannock	Wyoming
Ogden, Freida B.	Troy	Bradford
Perkins, Berneice H.	Hop Bottom	Susquehanna
Prindle, Mary A.	Elkland	Tioga
Race, Ethel E.	Tunkhannock	Wyoming
Rawley, Jane P.	Athens	Bradford
Rundell, Helen L.	Canton	Bradford
Sherman, Dorothy W.	Mill City	Wyoming
Sink, Gladys M.	Rome	Bradford
Skrynski, William R.	Tunkhannock	Wyoming
Smith, Nita S.	So. Williamsport	Lycoming
Sullivan, Lucile G.	Columbia Cross Roads	Bradford
Sumner, Lucile C.	East Smithfield	Bradford
Thomas, Austin H.	Trout Run	Lycoming
Williams, Augusta L.	Sayre	Bradford
Wrisley, Albert B.	Granville Summit	Bradford

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Form PO-14-43

State Teachers College, Mansfield, Pennsylvania

Office of the President

PRELIMINARY ENROLLMENT BLANK

FOR PROSPECTIVE STUDENTS

To be completed and mailed to Dr. Willis E. Pratt, President, State Teachers College, Mansfield, Pennsylvania

Name .....
Last Name First Name Middle Name

Address .....
Number Street City County State

Race..... Sex..... Age.....

Years of High School Work Completed .....

Name and Address of High School .....

.....

Years of College Work Completed, if Any .....

Name and Address of College .....

.....

When do you expect to enter Mansfield? .....

Please underscore the curriculum desired:

Elementary Education — Homemaking Education

Secondary Education — Music Education

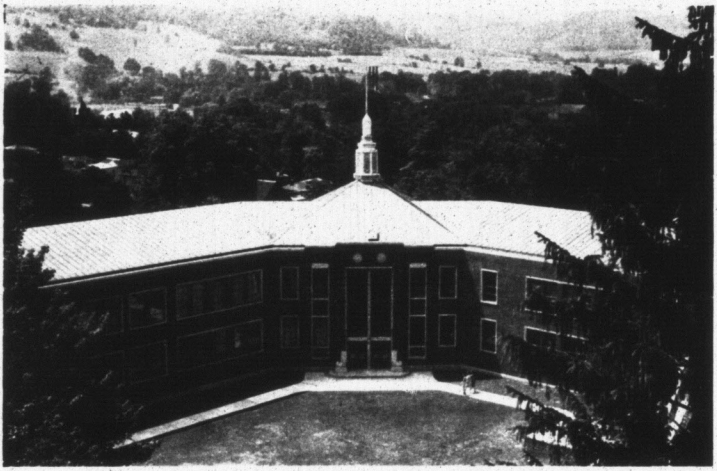
Do you wish to live in the dormitories? .....

Choice of Roommate, if Any .....

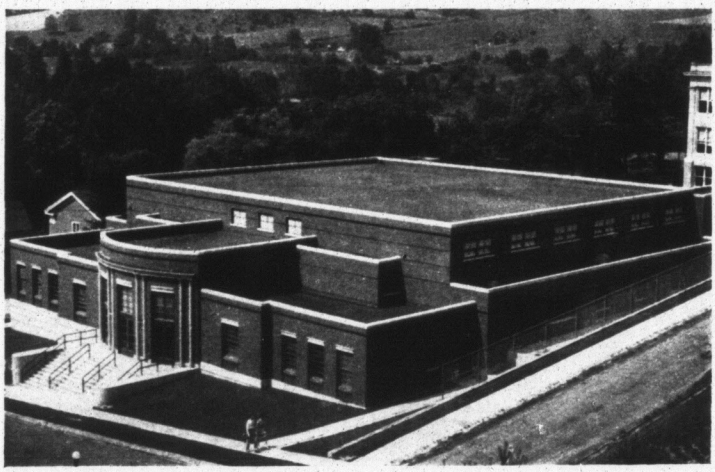
Are you inclosing with this blank the required Advance Registration Deposit of $10.00 (payable to the Commonwealth of Pennsylvania)? .....

Date .....

Please answer EVERY question on this blank!



● The Arts Building furnishes excellent facilities for students pursuing the Homemaking Education and the Music Education curricula.



● The Gymnasium Building supplies equally fine facilities for all students seeking physical betterment.